

Student Name: **Jennifer S. Doe**
 State Student ID: **9999 123 456**
 Grade: **High School**
 Test Date: **Spring 2019**

School: **Demo School (12345_6789)**
 District: **Demo District (12345)**

English Language Arts Test Results: Smarter Balanced Assessment

Jennifer's English Language Arts Test Score

2600
Level 3

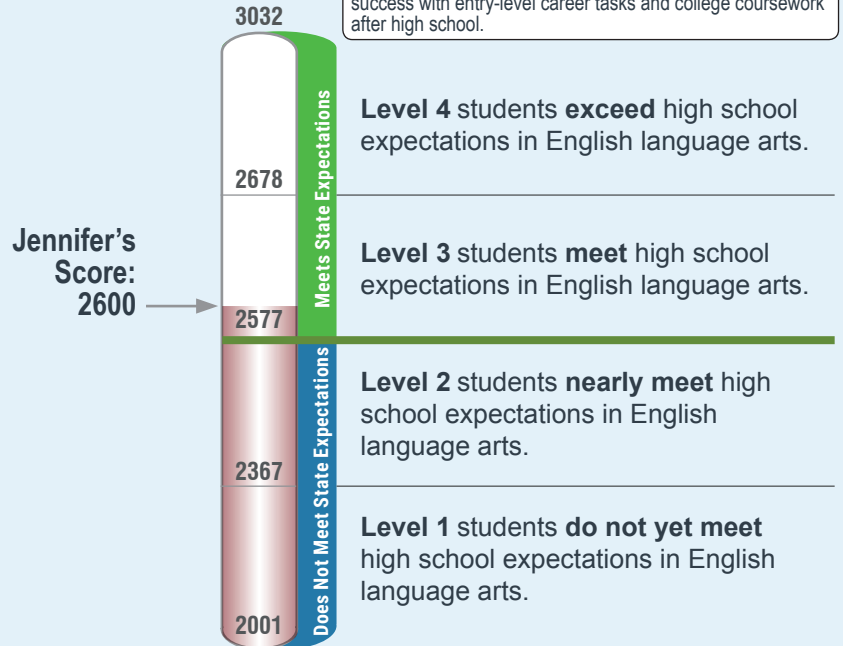
Jennifer's English language arts score of 2600 (Level 3) **meets** grade level expectations for high school students.

This score **meets** the state test graduation requirement score of 2548.

How does this score compare to other high school students?

- Your child's school average was 2450
- Your child's district average was 2445
- The state average was 2450

Each Level below is a category of student achievement with grade-level skills and knowledge in English language arts. Students who earn a **Level 3** or **Level 4** are likely on track for success with entry-level career tasks and college coursework after high school.



FAQs

What is the English Language Arts Test?

This test is aligned to the state learning standards for English language arts. These are the learning expectations for students in each grade in reading, writing, language, speaking, and listening. This test is one way to measure student achievement of reaching the learning expectations.

The standards describe what students should know at each grade to graduate high school ready for college and the workplace. The standards can be found at: <http://www.k12.wa.us/ELA/Standards.aspx>

What are the Claims?

Claims are broad statements of the skills and knowledge students should know and be able to apply in English language arts.

How your child performed in each claim is found in the columns to the right. Your child's performance in each claim contributes to the English language arts test score.

Where can I find more information?

Parent Guides can be found at: <http://testscoreguide.org/wa/>.

Please contact your child's school for more information.

How did Jennifer perform on the different claims of the test?

Claim 1: Reading	Claim 2: Writing	Claim 3: Listening	Claim 4: Research/Inquiry
Above Standard Your child showed a thorough ability to read literary and informational texts closely and analytically. The Reading Claim includes the ability to understand central ideas and to reason and support with evidence.	Above Standard Your child showed a thorough ability to produce effective and well-grounded writing. The Writing Claim includes the ability to produce well-organized and supported writing for various audiences.	Below Standard Your child did not yet show an ability to employ effective listening skills. The Listening Claim includes the ability to use listening skills for a range of purposes and audiences.	At/Near Standard Your child showed some ability to investigate topics and analyze, integrate, and present information. The Research Claim includes the ability to find key information and use relevant details to support ideas and opinions.



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Mathematics Test Results: Smarter Balanced Assessment

Jennifer's Mathematics Test Score

2600
Level 2

Jennifer's mathematics score of 2600 (Level 2) **nearly meets** grade level expectations for high school students.

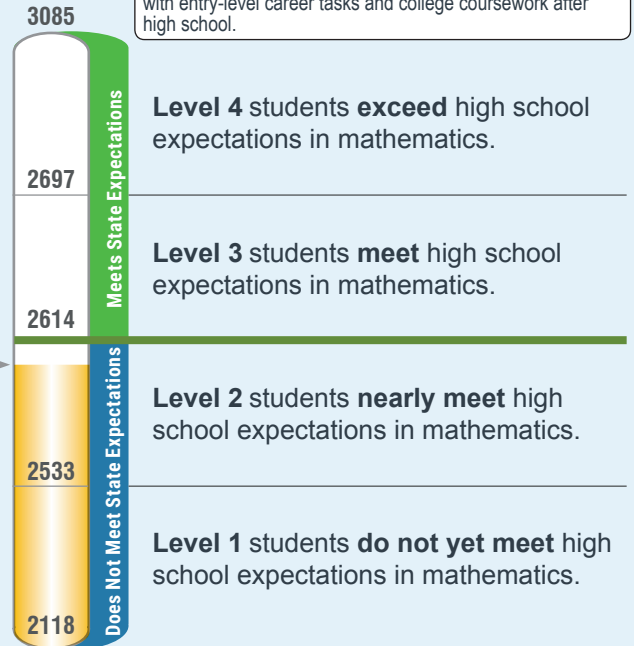
This score **meets** the state test graduation requirement score of 2595.

How does this score compare to other high school students?

- Your child's school average was 2635
- Your child's district average was 2620
- The state average was 2625

Each Level below is a category of student achievement with grade-level skills and knowledge in mathematics. Students who earn a **Level 3** or **Level 4** are likely on track for success with entry-level career tasks and college coursework after high school.

Jennifer's Score: **2600**



Level 4 students **exceed** high school expectations in mathematics.

Level 3 students **meet** high school expectations in mathematics.

Level 2 students **nearly meet** high school expectations in mathematics.

Level 1 students **do not yet meet** high school expectations in mathematics.

FAQs

What is the Mathematics Test?

This test is aligned to the state learning standards for mathematics. These are the learning expectations for students in each grade in areas such as fractions, measurement, geometry, statistics, and algebraic thinking. This test is one way to measure student achievement of reaching the learning expectations.

The standards describe what students should know at each grade to graduate high school ready for college and the workplace. The standards can be found at: <http://www.k12.wa.us/Mathematics/Standards.aspx>

What are the Claims?

Claims are broad statements of the skills and knowledge students should know and be able to apply in mathematics.

How your child performed in each claim is found in the columns to the right. Your child's performance in each claim contributes to the mathematics test score.

Where can I find more information?

Parent Guides can be found at: <http://testscoreguide.org/wa/>.

Please contact your child's school for more information.

How did Jennifer perform on the different claims of the test?

Claim 1: Concepts and Procedures



Your child did not yet show an ability to apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

The Concepts and Procedures Claim includes skills such as understanding why math procedures work and doing math calculations correctly.

Claims 2&4: Problem Solving and Modeling & Data Analysis



Your child showed a thorough ability to solve well-posed problems, analyze real-world scenarios, and construct and use mathematical models to interpret and solve problems.

The Problem Solving and Modeling & Data Analysis Claim includes skills such as correctly using math tools (rulers, diagrams, etc.) and creating graphs.

Claim 3: Communicating Reasoning



Your child showed some ability to clearly and precisely construct arguments to support their own reasoning and to critique the reasoning of others.

The Communicating Reasoning Claim includes skills such as identifying incorrect math thinking and knowing how to correct the thinking.

