Student Name: Jennifer Doe
School: Demo Middle School
District: Demo District
Test Year: Spring 2019

Enrolled Grade: 7

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

THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION

Smarter Balanced
ELA/Literacy &
Mathematics
Assessment Results

Dear Parents:

We are pleased to provide you with your child's results from the Spring 2019 Smarter Balanced Assessments!

The Department of Education is committed to preparing all students for a bright future. Part of that work includes setting rigorous academic expectations and then measuring the progress of students. Whether they want to go to college or straight into the workplace, students need to be able to think critically and solve complex problems. Ensuring that our students have these tools is empowering because it gives them the ability to make choices about their future and make the most of their opportunities.

The Smarter Balanced Assessments are aligned to instruction that takes place in the classroom every day and is consistent with the learning goals for each grade level. The enclosed report provides important information about which content and skills your child has mastered and where they need additional support. Test scores should be used along with in-class performance, report card grades, and teacher reports to form a complete picture of a student's achievement. Parents should review the test results and student work with teachers to identify strategies to improve performance.

Thank you for continuing to partner with us to increase the achievement and success of every child.

Sincerely,

Alexandria Baltimore-Hookfin

Alexandria Baltimore-Hookfin
State Assessment Director

What is in this report?

- Jennifer's scores on the Smarter Balanced ELA/Literacy and Mathematics Assessments

- How Jennifer's scores compare

- The areas that make up the Smarter Balanced ELA/Literacy and Mathematics Assessments

- Whether Jennifer met the standard in the different areas of each subject

- How you can help Jennifer improve her ELA/Literacy and Mathematics skills

For more information about this assessment, go to vide.portal.airast.org

Grade
7
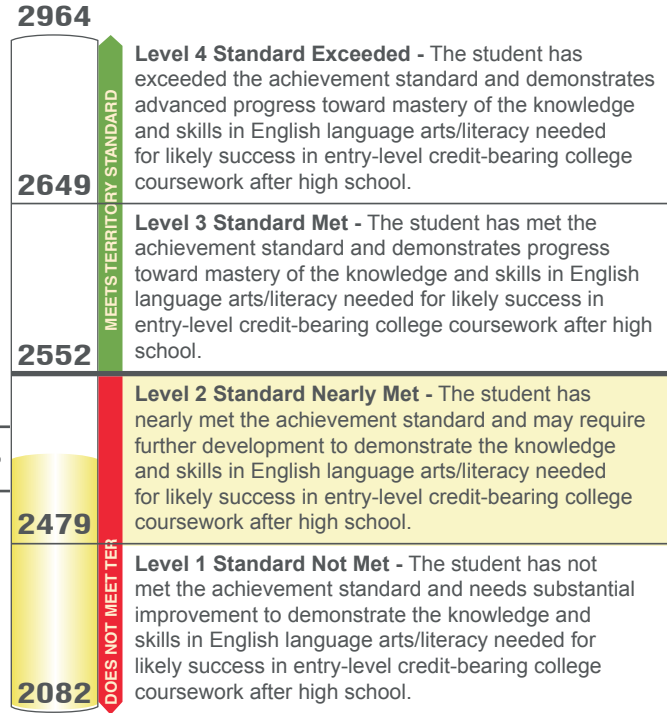## Spring 2019

Jennifer's ELA/Literacy Score

2516
Level 2
Standard Nearly Met

Jennifer's ELA/Literacy score is 2516. This score is lower than the average score of seventh graders in her school, lower than that of seventh graders in her district, and lower than that of seventh graders territory-wide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 2488 and 2544.

How does this compare?

Territory Average	2651
District Average	2658
School Average	2605

2964

2649

2552

2479

2082

MEETS TERRITORY STANDARD

DOES NOT MEET TERRITORY STANDARD

Jennifer's Score: 2516

Level 4 Standard Exceeded - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3 Standard Met - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 2 Standard Nearly Met - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 1 Standard Not Met - 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 entry-level credit-bearing college coursework after high school.

Has Your Child Met the Standard in the Different Areas of ELA/Literacy? | Next Steps

Reading

Below Standard | Near Standard | Above Standard

Your child may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Have your child find two main ideas in different texts and explain the details in each one (sentence, word, event, or setting). Discuss how texts on the same topic use or leave out ideas to express a point of view.

Listening

Below Standard | Near Standard | Above Standard

Your child can employ effective listening skills for a range of purposes and audiences.

Have your child watch a documentary. Have him or her explain how the information is presented (tone of voice, graphics, music). Have your child explain the documentary's purpose (to advertise, to inform).

Research/Inquiry

Below Standard | Near Standard | Above Standard

Your child has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Have your child conduct a short research project and make a list of focused questions. He or she should create a report using reliable digital and print information, noting when using ideas or words from sources.

Writing

Below Standard | Near Standard | Above Standard

Your child may be able to produce effective and well-grounded writing for a range of purposes and audiences.

Ask your child to write argumentative essays (address opposing views) and informational essays (explain a point). The essays should be logically organized, quote sources, and have clear transitions.

Writing Dimensions

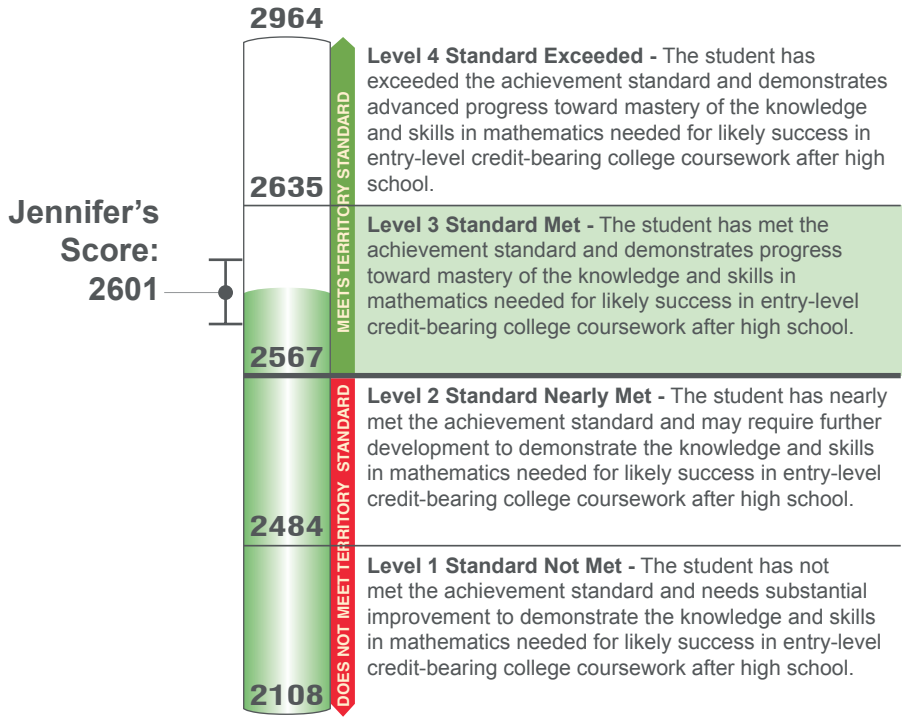| Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Narrative	The narrative response is somewhat sustained and includes an inconsistent plot of real or imagined events, a minimal setting, and limited character development. The events follow an irregular sequence of events and are linked by weak transitions. (2 out of 4 points)	The narrative response provides uneven elaboration to support the development of the narrative including vague connections to sources; weak narrative techniques; and partial use of sensory, concrete and figurative language that may not advance the story. (2 out of 4 points)	The narrative response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points)

Jennifer's Mathematics Score

2601
Level 3
Standard Met

Jennifer's Mathematics score is 2601. This score is similar to the average score of seventh graders in her school, lower than that of seventh graders in her district, and lower than that of seventh graders territory-wide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 2569 and 2633.
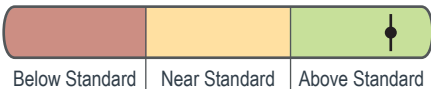
How does this compare?

Territory Average	2651
District Average	2658
School Average	2605

2964

2635

Jennifer's Score: **2601**

2567

2484

2108

MEETS TERRITORY STANDARD

DOES NOT MEET TERRITORY STANDARD

Level 4 Standard Exceeded - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3 Standard Met - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 2 Standard Nearly Met - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 1 Standard Not Met - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

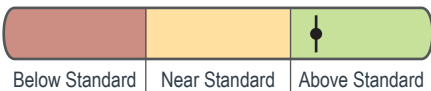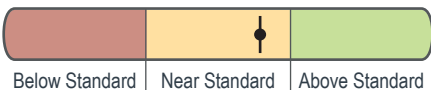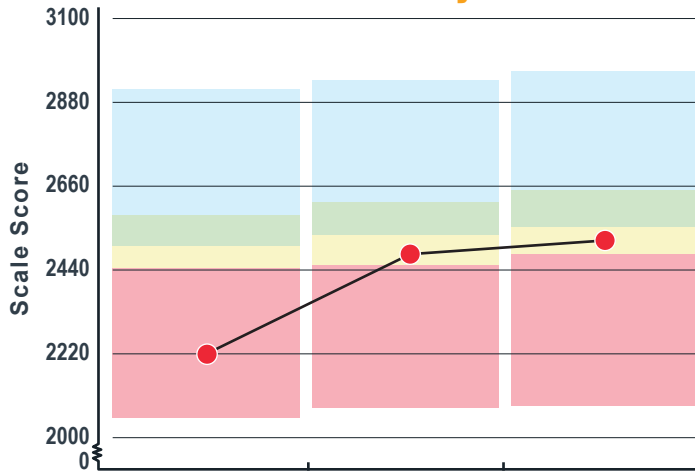| Has Your Child Met the Standard in the Different Areas of Mathematics?		Next Steps
Concepts and Procedures Below Standard | Near Standard | Above Standard	Your child can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	With your child, roll two number cubes 100 times. For each roll, record if both numbers are even, both are odd, or if there is one of each. Count the results and discuss them with your child. Why would 1 odd and 1 even come up the most? Do a similar experiment with 2 coins, recording heads and tails. Discuss why the results are similar.
Problem Solving and Modeling & Data Analysis Below Standard | Near Standard | Above Standard	Your child can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Your child can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	With your child, work on the "handshake problem": There are 10 people in a room. They all shake hands with everyone else once. How many handshakes were there? Encourage your child to use techniques like drawing a picture or diagram, changing it into a simpler problem (like 4 people) to see how it works, or acting it out.
Communicating Reasoning Below Standard | Near Standard | Above Standard	Your child may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	With your child, discuss how to compare prices of similar products while shopping. If two different brands of the same item cost a different amount, how could you determine which is the better buy? Discuss how the unit costs of each item compare. (Do both items contain the same amount of product?)

Your Child's Progress

The chart below reports your student's performance for each school year. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your student's score and indicates whether they met the standards that year.
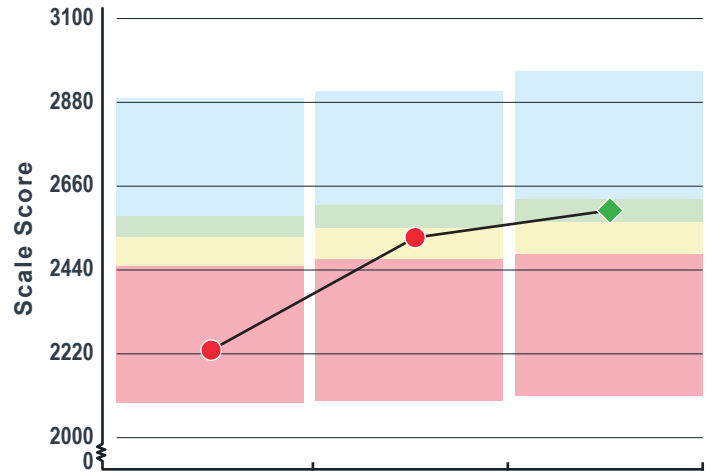
Legend

▢ Level 1	▢ Level 2	▢ Level 3	▢ Level 4	◆ Student Score Met Standards	● Student Score Did Not Meet Standards

ELA/Literacy

Year	2017	2018	2019
Grade	Grade 5	Grade 6	Grade 7
Scale Score	2200	2480	2516
Level	1	2	2

Mathematics

Year	2017	2018	2019
Grade	Grade 5	Grade 6	Grade 7
Scale Score	2230	2525	2601
Level	1	2	3

Resources

ELA/Literacy

Parent Roadmaps - The roadmaps provide guidance to parents about what their children will be learning in English language arts/literacy and how they can support that learning for each grade level. http://www.cgcs.org/domain/36

NEWSELA - This website provides students with high interest nonfiction articles that are updated daily. Each article offers a choice of five different reading levels, making it just right for each child. https://newsela.com

Lexile Measure - The Lexile Framework for Reading is a scientific approach to reading and text measurement. There are two Lexile measures: the Lexile reader measure represents a person's reading ability; the Lexile text measure represents a text's difficulty level. https://www.lexile.com/

Mathematics

Parent Roadmaps - The roadmaps provide guidance to parents about what their children will be learning in Mathematics and how they can support that learning for each grade level. http://www.cgcs.org/Page/244

Khan Academy - This site provides an extensive library of math content for all grades. Students can practice at their own pace and make use of interactive challenges, and videos from any computer with access to the web. https://www.khanacademy.org/commoncore

Learning Tools - This site connects you to resources from trusted experts to help you support your child's academic development. https://bealearninghero.org/learning-tools/