

家庭口译指南

学生个人报告 (ISR) 父母或监护人指南

本指南可供家庭用于澄清 ISR 的不同部分。

学生身份信息 **A**

身份信息包括学生姓名、州指定的学生编号、学生所在年级、测试语言(如适用)、学区名称和学校名称。

测试信息 **B**

测试信息包括测试年份、年级和报告中数据的学科领域。

便利服务 **C**

这里列出了测试期间为学生提供的便利服务。

Lexile和Quantile信息 **D**

Lexile 量值 (ELA) 表示学生的阅读能力。Lexile 量值的范围从低于 200L 的早期读者到高于 1600L 的高级读者。Quantile 量值 (数学) 表示学生的数学成绩水平。量值范围从低于 0Q (数学初学者) 到高于 1600Q, 涵盖了从幼儿园到代数 II、几何、三角学和微积分前期所教授的技能 and 信息。

量表分数和成绩等级 **E**

量表分数和成绩等级显示了学生在其年级和学科领域学术标准方面的成绩水平。该图表还显示了学生所在学校和学区的平均量表分数。

报告类别 **F**

学生的分数也会按学科领域的特定领域进行报告。分数表明学生的成绩是低于标准、接近标准还是高于所在年级的标准。本部分的类别根据学科领域的不同而有所变化。写作提示信息仅在英语语言学习报告中提供。

VERMONT AGENCY OF EDUCATION Vermont 2023-2024 Summative Assessment Individual Student Report

A Name: **Lastname1, Firstname1 A.** Student ID: 1234567 Enrolled Grade: 05 Tested Language: English Grade 5 - English Language Arts Demonstration District A Demonstration School 1

Scale Score: **1677 ±31.0** Lexile Measure: **780L** Performance Level: **Level 2**

Your Student's Performance on the Grade 5 ELA Summative **E**

Level 4 students show thorough understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

Level 3 students show satisfactory understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

Level 2 students show partial understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

Level 1 students show emerging understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

C Your student was assigned the following accommodations: 100% Number Table, Color Contrast

How Your Student Performed In Each Reporting Category **F**

| Category | Performance Standard | Performance |
|---|---------------------------------|-------------|
| Text Type - Literary Text | Below Standard Above Standard | ✓ |
| Text Type - Informational Text | Below Standard Above Standard | ✓ |
| Writing Analysis & Language Conventions | Below Standard Above Standard | ⚠ |

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

* Your student's score is based on an incomplete test. As a result of the incomplete test, the student may not have a score for all reporting categories. Further, your student's scores may have a larger Standard Error of Measurement (as represented by the black bands) due to the incomplete test.

Your Student's Achievement **G**

| Grade | Performance Level | Year |
|-------|-------------------|------|
| 5 | Level 3 | 2024 |
| 4 | Level 2 | 2023 |
| 3 | Level 2 | 2022 |

How Your Student Performed on the Essay

| Writing Prompt | Rubric Score |
|--------------------|--------------|
| Written Expression | 1 / 4 |
| Conventions | 1 / 4 |

The response may be related to a controlling idea about the texts, but details, examples, and evidence are incorrect, insufficient, or missing. Little or no discernible organizational structure contributes to a lack of focus.

The response demonstrates little to no command of conventions.

How Your Student Performed in Reading & Listening and Writing & Language **G**

Reading & Listening: 1712

Writing & Language: 1622

学生成绩 **G**

本表显示学生过去三年在 VTCAP 中的成绩。该表仅适用于英语学习和数学。如果没有三年的数据, 则仅显示可用年份的数据。