

Family Interpretation Guide

A Parent's or Guardian's Guide to the Individual Student Report (ISR)

This guide can be used by families to clarify the different sections of the ISR.

Student Identity Information A

The identity information includes the student's name, state-assigned student ID, student's grade level, tested language (if applicable), district name, and school name.

Test Information B

The test information includes the testing year, grade level, and subject area of the data in the report.

Accommodations C

Accommodations provided for the student during testing are listed here.

Lexile and Quantile Information D

The Lexile measure (ELA) indicates the student's reading ability. Lexile measures range from below 200L for early readers to above 1600L for advanced readers. The Quantile measure (mathematics) indicates a student's mathematical achievement level. Quantile measures range from below 0Q (Emerging Mathematician) to above 1600Q and span the skills and information taught in kindergarten through Algebra II, Geometry, Trigonometry, and Precalculus.

Scale Score and Performance Level E

The scale score and performance level show the student's level of achievement for their grade level and the subject area academic standards. This graph also shows the average scale score for the student's school and district.

Reporting Categories F

Student scores are also reported for specific domains of the subject area. Scores indicate whether a student's performance is Below Standard, At/Near Standard, or Above Standard for their grade-level. The categories in this section change based on the subject area. Writing prompt information is available on ELA reports only.

Vermont 2023-2024
Summative Assessment

Individual Student Report

A **Name:** Lastname1, Firstname1 A.
Student ID: 1234567
Enrolled Grade: 05

Grade 5 - English Language Arts
Demonstration District A
Demonstration School 1

Scale Score:
1677 ±31.0

D **Lexile Measure:**
780L

Performance Level:
Level 2

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

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

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.

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.

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

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.

C **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.

G **Your Student's Achievement**

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

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

Your Student's Achievement G

This table displays student performance on the VTCAP for the past three years. It is available for ELA and mathematics only. If three years of data is not available, only available years will display.