

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和信息。

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 2024-2025
Summative Assessment

Individual Student Report

A

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

B


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

D

Scale Score:
1677 ±31.0

D

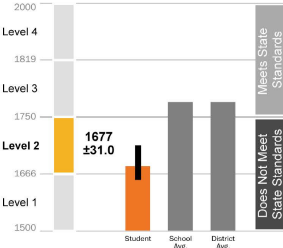
Lexile Measure:
780L



Performance Level:
Level 2

E

Your Student's Performance on the Grade 5 ELA Summative

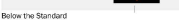

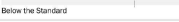





C

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

F

How Your Student Performed In Each Reporting Category

Category	Performance Standard	Performance
Text Type - Literary Text		
Text Type - Informational Text		
Writing Analysis & Language Convention		

Below Standard

At/Near 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.

G

How Your Student Performed on the Essay

Writing Prompt	Rubric Score
Written Expression	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 discernable organizational structure contributes to a lack of focus.	
Conventions	1 / 4
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

Reading & Listening

1712

1500 2000

Writing & Language

1622

1500 2000

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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。

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