

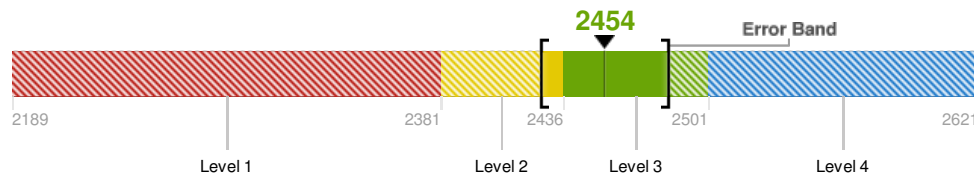
# Mathematics

Summative 2015 - 2016 Date Taken: 5/1/2016

## Overall Score

**2454** **Level 3**

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.



### Concepts & Procedures

 At/Near Standard

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.



### Problem Solving and Modeling & Data Analysis

 Above Standard

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.



### Communicating Reasoning

 Below Standard

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

## Accommodations

The following accommodations were made available:

[Alternative Response](#) [Calculator](#) [Multiplication Table](#) [Printed passages/stimuli](#)

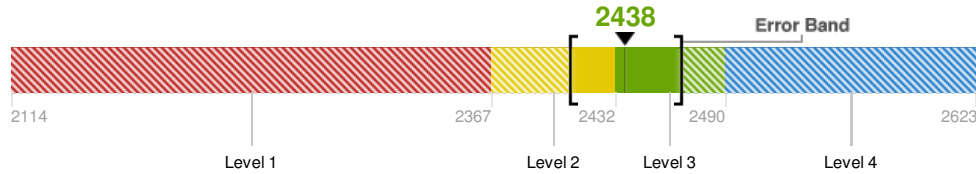
# ELA/Literacy

Summative 2015 - 2016 Date Taken: 5/1/2016

## Overall Score

**2438** **Level 3**

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.




### Reading

 **Above Standard**


Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

### Writing

 **At/Near Standard**

Students can produce effective and well-grounded writing for a range of purposes and audiences.

### Listening

 **At/Near Standard**

Students can employ effective speaking and listening skills for a range of purposes and audiences.

### Research & Inquiry

 **Above Standard**

Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

## Accommodations

The following accommodations were made available:

**Printed items**

## Report Info:

### Purpose:

This report presents individual student assessment scores and provides guidance on how to interpret the results.

### Uses:

- Educators, parents or students may use this report to understand student achievement, progress toward mastery of the Common Core State Standards and attainment of the academic knowledge and skills required to be college content- and career-ready.

### Understanding your score:

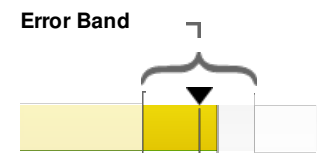
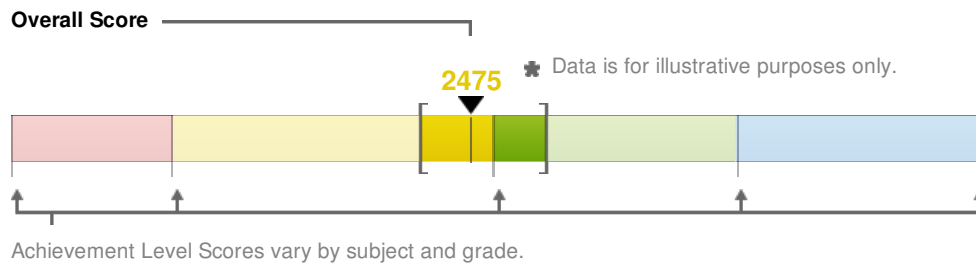
The Smarter Balanced assessment is different than other tests with which you may be familiar.

- First, the Smarter Balanced assessments are Computer Adaptive Tests and take advantage of technology to customize each test to the individual student. This means that when a student answers a question correctly, the next question they see will be slightly more difficult. Likewise, if an answer is incorrect, the next question will be somewhat less difficult. This procedure allows for more efficient and precise measurement of students' knowledge and skills.
- Second, the assessment is a criterion-referenced test, meaning that it reports individual students' understanding of a particular set of academic knowledge and skills. As a result, scores are not meant to compare students to each other, but rather to determine how well each student understands the content assessed.

### Note:

Achievement Levels illustrate how students scored on the assessment and student's strengths and areas of improvement. Test results are one of many measures of a student's academic achievement.

## Legend



Smarter Balanced tests provide the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. The **error band** indicates the range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys.

### Achievement Levels



## Details

### BELOW STANDARD

Your test results clearly show that you have not yet met the standard in this subject-area for your grade.

### AT/NEAR STANDARD

Your test results may be just above or just below the standard, but due to the error band (see above), the result is too close to call.

### ABOVE STANDARD

Your test results clearly show that you understand and are able to apply your knowledge to the standards in this subject-area of your grade.