

Student Name:: Saha, Tamoha
StudentID: 2335562

HR Teacher: Lin, Louise
Grade: 9

Date Printed: 10/21/2013
Mid-Semester 1 GPA: 3.86



Shanghai American School

An International Community

2013-2014 Mid-Semester 1 Report Card

Course	Mid S1 Grade	Teacher	Comment
Asian History	A	Leong, Fay	
English 9	B+	Gertzfield, Jeremy	
Geometry	A	Hing, Anson Ong	Tamoha is doing good work. At this time her understanding of the Geometry concepts is also good. With the amount of new vocabulary and Geometric concepts, daily review of all lessons would be beneficial.
Introduction to Drama	A-	Lee, Bryan	
Lab Science: Chemistry I	A	Holt, Kiyra	
Physical and Health Education I	A	Wrzesinski, Michele	
Spanish 2	A	Caballero, Betzabeth	

Reminder - this mid-semester progress report is not a "report card" in the traditional sense. There is no end of marking period at this time, but simply a grade in progress. These mid-semester grades do not become part of a student's record and therefore are not reported to colleges. Grades will continue to accumulate throughout the remainder of the semester and in December they will be combined with the Final Exam grades to form the official Semester Grade. Formal, printed semester report cards will be issued in early January. These Semester Grades will then be recorded on the student's cumulative record.

Puxi Campus: 258 Jin Feng Road, Hua Cao Town, Min Hang District, Shanghai, China 201107 Tel: (86-21) 6221-1445 Fax: (86-21) 6221-0750 Email: info@saschina.org

Pudong Campus: Shanghai Links Executive Community, 1600 Ling Bai Rd, San Jia Gang, Pudong, Shanghai, China 201201 Tel: (86-21) 6221-1445 Fax: (86-21) 6891-6883 Website: www.saschina.org



Shanghai American School

An International Community

Middle School T3 Report Card

	Name : Saha, Tamoha	Date printed: June 7, 2012
	Homebase: Manning, Thekla Katharina	Honor Roll Status: High Honor Roll
	Grade: 7	Average: 96

Comments

Grade 7 Humanities Cole, David	T1	T2	T3	Trimester 3 humanities highlights: poetry portfolios, performing slam poems, studying the Middle Ages in Europe, reading the novel Catherine, Called Birdy, a study of the Renaissance, Renaissance narrative writing, collaborative projects, vocabulary and reading. Tamoha had a great year, reached 97.5% of her reading goal, and maintained a high reading level of 11.0. Tamoha, I'm so impressed at how well you adapted and thrived at SAS this year. Have a great summer Tamoha.
Cooperation / Collaboration		E	E	
Preparation / Organization		G	G	
Integrity / Attitude		E	E	
Active Learning / Effort		G	E	
Academic Achievement		92	95	

7 Math Manning, Thekla	T1	T2	T3	During Trimester 3, Math 7 students studied linear functions, graphs, and worked with multi-step equations. The emphasis has been on the algebraic process, clear communication, and checking of solutions. Tamoha has demonstrated excellent understanding of graphing functions and solving equations. Her work will improve further with clearer solution writing. Best wishes for next year Tamoha!
Cooperation / Collaboration		G	G	
Preparation / Organization		G	G	
Integrity / Attitude		G	G	
Active Learning / Effort		G	G	
Academic Achievement		90	95	

7 Science David, Kevin	T1	T2	T3	I consider it to be my good fortune to have Tamoha in my class. While she has obvious academic gifts, Tamoha brings great energy to each and every class regardless of topic or activity. This is where she really shows true talent as a leader. Tamoha is incredibly well-rounded, showing amazing creativity and flair, then immediately shifting into 'work mode' and demonstrates what she knows with an intensity that is rare in a Grade 7 student. Such a pleasure to have you in my class and at SAS Tamoha!
Cooperation / Collaboration		G	G	
Preparation / Organization		G	G	
Integrity / Attitude		E	E	
Active Learning / Effort		G	G	
Academic Achievement		97	97	

7 PE Mihova, Stanislava	T1	T2	T3	Tamoha has participated in all PE lessons with effort and enthusiasm. She always strives to achieve high time in zone. Her best performance during this trimester was during the Gymnastics / Parkour unit. Tamoha was involved in new different challenging stunt activities and she has shown aptitude for this. Well done on improving your core strength and cardiovascular running abilities. Keep it up!
Cooperation / Collaboration		G	G	
Preparation / Organization		G	G	
Integrity / Attitude		G	G	
Active Learning / Effort		G	G	
Academic Achievement		89	89	

Admin Notes:

The staff and faculty of Pudong Middle School wish you a happy, healthy and safe summer vacation.



Shanghai American School

An International Community

7 Health Mihova, Stanislava	T1	T2	T3	Tamoha makes excellent use of available time. She makes every attempt to do her best. Tamoha actively participates in class discussions and express ideas clearly. Quality of her assignments is great! Keep it up!
Cooperation / Collaboration		E	E	
Preparation / Organization		E	G	
Integrity / Attitude		E	E	
Active Learning / Effort		E	E	
Academic Achievement		96	95	
7 Art Digges, Sarah	T1	T2	T3	This trimester Tamoha learned how to create a sculpture in clay using various techniques such as wedging, slipping and scoring, solid modeling, applique and incising. The theme for third trimester was personal transformation. Tamoha was successful at interpreting her story of personal transformation visually through sculpture.
Cooperation / Collaboration		G	G	
Preparation / Organization		G	G	
Integrity / Attitude		G	G	
Active Learning / Effort		G	G	
Academic Achievement		97	96	
7 Spanish 1 Caballero, Betzabeth	T1	T2	T3	Tamoha completed an excellent last trimester. She has demonstrated good understanding of new grammar concepts taught earlier in the course. Her last Spanish presentation was conscientiously done. Her pronunciation was clear; she has outstanding skills when using new vocabulary. ¡Nos vemos en Español 2!
Cooperation / Collaboration		E	G	
Preparation / Organization		E	G	
Integrity / Attitude		E	G	
Active Learning / Effort		E	G	
Academic Achievement		91	99	
7 Musical Theatre Ross, Lisa	T1	T2	T3	Tamoha has demonstrated an enormous amount of growth this trimester in choir, both in skillset and confidence. She has taken more risks, and thus found more successes throughout the trimester. Tamoha has a very unique voice, and I have no doubt that if she continues to sing, she could really cultivate and develop her instrument. Thanks for a wonderful year of hard work, enthusiasm, and sharing your talent, Tamoha!
Cooperation / Collaboration		G	E	
Preparation / Organization		G	G	
Integrity / Attitude		G	E	
Active Learning / Effort		G	G	
Academic Achievement		92	100	

Student Learner Profile

Cooperation / Collaboration <ul style="list-style-type: none"> * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable 	Preparation / Organization <ul style="list-style-type: none"> * Turns work in on time * Prepares for tests/quizzes * Brings required materials to class * Keeps materials organized * Is punctual 	Student Learner Profile Scale E = Excellent Exceeds expectations G = Good Consistently meets expectations NI = Needs Improvement Sometimes meets expectations AC = Area of Concern Rarely meets expectations
Integrity / Attitude <ul style="list-style-type: none"> * Respects property, materials and classroom environment * Demonstrates academic integrity * Demonstrates ethical use of technology * Demonstrates a positive attitude * Respects self and others 	Active Learning / Effort <ul style="list-style-type: none"> * Participates in class * Reflects on learning to make improvements * Uses class time effectively * Explores possibilities and takes responsible risks * Demonstrates persistence * Works to best ability 	



Shanghai American School

An International Community

Middle School T3 Report Card



Name : Saha, Tamoha

Date printed: June 11, 2013

Homebase: Sessoms, Todd

Honor Roll Status: High Honor Roll

Grade: 8

Average: 94

Comments

Grade 8 Humanities Wisniewski, Tracy	T1	T2	T3	Tamoha, Your effort and determination is apparent and the skills that you have acquired will serve you well in high school. Your contributions to your literature circles provided deep discussions on many intellectual topics. Each piece of poetry that you wrote was an example of your understanding of poetic devices. Please continue reading your favorite novels and enjoy your summer. It has been a pleasure to have you in class.
Cooperation / Collaboration	G	G	E	
Preparation / Organization	G	G	E	
Integrity / Attitude	G	G	E	
Active Learning / Effort	G	G	E	
Academic Achievement	97	95	95	

8 Algebra Miyata, Fumiaki	T1	T2	T3	In this trimester, students learned about manipulating polynomials and solving and graphing quadratic equations. Tamoha made good progress in math this trimester. She completed all assignments and tried to do her best. She actively participated in class. She has a good grasp of the basic concepts but had difficulty applying them, so she needs to work more on problem solving questions. She is a pleasure to have in class. Have a nice summer holiday.
Cooperation / Collaboration	E	E	E	
Preparation / Organization	E	G	E	
Integrity / Attitude	E	G	E	
Active Learning / Effort	E	E	E	
Academic Achievement	93	89	89	

8 Science Saich, Michael Ray	T1	T2	T3	This trimester Tamoha continued developing her scientific skills through inquiry into Earth minerals, chemical properties of matter including crystal formation, the dynamics of carbon, and energy in Earth's systems. Examples of her work are documented in her online Web portfolio. Tamoha has continued to demonstrate a high level of conscientiousness in her science work this trimester. I would like to see her take a more active part in class learning and discussions as she moves to high.
Cooperation / Collaboration	G	G	G	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	G	
Active Learning / Effort	G	G	G	
Academic Achievement	94	94	96	

8 PE Yun, Pyong Mun	T1	T2	T3	Tamoha, you have successfully participated in Aquatics, Biking, Softball, Track & Field, Hockey, Parkour, and Badminton this trimester. Your favorite unit was Parkour. One goal you have set for yourself is to improve your mile by running over the summer. An achievement you are proud of this year is playing CISSA volleyball.
Cooperation / Collaboration	G	E	E	
Preparation / Organization	E	G	G	
Integrity / Attitude	G	G	E	
Active Learning / Effort	G	G	E	
Academic Achievement	92	91	90	

Admin Notes:

Thanks for a wonderful 2012-13 school year. Have a great summer!



Shanghai American School

An International Community

8 Health Wrzesinski, Michele	T1	T2	T3	Tamoha is a mature, responsible, intelligent student. She is creative on projects & well-prepared for all assessments! In Health we discussed things like developing character, self-esteem, family values, positive body image, time management & conflict resolution skills. She researched nutrition & drugs & alcohol. Tamoha's video was very good. Finally, she learned about the growth & development that happens during the teenage years. She is respectful & considerate of others during discussions.
Cooperation / Collaboration	E			
Preparation / Organization	E			
Integrity / Attitude	E			
Active Learning / Effort	E			
Academic Achievement	97			

8 Art Thornbury, Kristi	T1	T2	T3	I appreciate your positive attitude and the effort you put toward developing your skills and expressing your ideas during the mixed media 3D, self-directed, and drawing units this trimester. Well done, Tamoha!
Cooperation / Collaboration		E	E	
Preparation / Organization		G	G	
Integrity / Attitude		E	G	
Active Learning / Effort		G	G	
Academic Achievement		94	96	

8 Spanish 2 Caballero, Betzabeth	T1	T2	T3	Tamoha, you worked well during this trimester. I was pleased to see you participating in class using the language of study. - Speaking; this is one of your strengths. I really enjoyed watching your end of the year project, it was engaging, and clear. - Writing; you are beginning to write in short paragraphs, you can understand and apply the grammar learnt in your writing papers. -Reading; you are doing well. ¡Hasta luego chica!
Cooperation / Collaboration	G	E	E	
Preparation / Organization	G	E	E	
Integrity / Attitude	G	E	E	
Active Learning / Effort	G	E	E	
Academic Achievement	98	97	95	

8 Choir - Breaking Ground Ross, Lisa	T1	T2	T3	Tamoha has been a joy in choir! She is a strong musician and a natural leader in her section. Moe's musical and performing abilities easily help her stand out in the ensemble. She received superior marks on her sight reading assessment and exercised control with vocal technique. Thanks for all of your effort and enthusiasm in choir, Moe!
Cooperation / Collaboration	G	G	E	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	G	
Active Learning / Effort	E	E	E	
Academic Achievement	99	95	97	

Student Learner Profile

Cooperation / Collaboration	Preparation / Organization	Student Learner Profile Scale
<ul style="list-style-type: none"> * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable 	<ul style="list-style-type: none"> * Turns work in on time * Prepares for tests/quizzes * Brings required materials to class * Keeps materials organized * Is punctual 	
Integrity / Attitude	Active Learning / Effort	
<ul style="list-style-type: none"> * Respects property, materials and classroom environment * Demonstrates academic integrity * Demonstrates ethical use of technology * Demonstrates a positive attitude * Respects self and others 	<ul style="list-style-type: none"> * Participates in class * Reflects on learning to make improvements * Uses class time effectively * Explores possibilities and takes responsible risks * Demonstrates persistence * Works to best ability 	<p>E = Excellent Exceeds expectations</p> <p>G = Good Consistently meets expectations</p> <p>NI = Needs Improvement Sometimes meets expectations</p> <p>AC = Area of Concern Rarely meets expectations</p>

ERB Writing Assessment Program Individual Student Report

SAHA, TAMOHA PUDONG M S GRADE 07 LEVEL: MIDDLE				06/2012		Percentile Rank/Stanine Suburban Norms 83/7 Independent Norms 84/7		
	Overall Develop- ment	Organi- zation	Support	Sentence Structure	Word Choice	Mechanics	Total Raw Score	Scale Score
Raw Score	4.0	5.0	4.0	4.0	5.0	4.0	26.0	923

The ERB Writing Assessment Program (WrAP) is a direct measure of writing ability that is administered in two classroom sessions during which students think about, write, revise, and produce a final essay on an assigned topic or prompt. Prompts are written to appeal to students having a wide range of backgrounds and experiences. A different prompt is used for each of the five levels of the WrAP. Within a level, all students write on the same prompt regardless of grade.

Raw Scores

Each student's essay is scored with respect to six different elements on a scale of 1 (low) to 6 (high). The elements are: Overall Development, Organization, Support, Sentence Structure, Word Choice and Mechanics. Descriptions of the elements and the scoring criteria are presented in the ERB Analytic Scoring Guide on the reverse side of this sheet.

Each student's essay is evaluated independently by two readers who are trained and experienced in analytic scoring. If the two readers' ratings for any one of the six elements differ by more than one point, the essay is read by a scoring supervisor who decides on a final rating for that element.

The raw score indicates how well the student performed when measured against the standard used to evaluate his or her essay. For students in grades 3 and 4 (the Elementary level), the standard is the writing ability expected of fourth graders; for students in grades 5 and 6 (the Intermediate level), the standard is the writing ability expected of sixth graders; for students in grades 7 and 8 (the Middle level), the standard is the writing ability expected of eighth graders; for students in grades 9 and 10 (the Secondary level), the standard is the writing ability expected of tenth graders; and twelfth grade writing ability is the standard for students in grades 11 and 12 (the College Preparatory level). The student's total raw score is the sum of the six element scores.

From one year to the next, raw scores ordinarily rise within each level, reflecting on-going growth in writing skills. For example, third grade students taking the Elementary level are measured against the fourth grade standard and typically earn more modest raw scores. On average they will earn higher raw scores as they move on to the fourth grade.

Percentile Ranks and Stanines

Appearing in the upper portion of the report are normative data in the form of percentile ranks and stanines that correspond to the student's scale score. These normative data show how the student's performance on the writing test compares to the performance of students at the same grade level in Suburban and/or Independent schools that use the WrAP. For both groups, the norms are three-year rolling norms that are updated annually. (Percentiles and stanines are reported unless a school specifically requests that only raw scores and scale scores appear on the school's score reports.)

Percentile rank (PR) indicates the percent of students in a norm group that scored at or below a given scale score. For example, a student whose percentile rank on Suburban norms is 70, scored as high as or higher than seventy percent of the students in the norm group for that grade. In general, the Independent school norm group is a somewhat higher performing group than the Suburban norm group. For this reason, a given scale score usually yields an Independent school percentile rank that is lower than the corresponding Suburban school percentile rank, although exceptions do occur.

A Stanine (S) is a score on a scale of 1 (low) to 9 (high). Stanines of 7, 8 and 9 are above average, stanines of 4, 5 and 6 are average, and stanines of 1, 2 and 3 are below average.



	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
When scoring consider	<ul style="list-style-type: none"> The overall effect of the paper is fluent and addresses the task, audience, and purpose 	<ul style="list-style-type: none"> The degree to which the response is <ul style="list-style-type: none"> Clearly and logically ordered (sequenced*) Paragraphed 	<ul style="list-style-type: none"> The degree to which the response includes details that develop the main points 	<ul style="list-style-type: none"> The degree to which the response includes sentences that are <ul style="list-style-type: none"> Complete and correct Varied in structure and length Correct in their usage 	<ul style="list-style-type: none"> Vocabulary Word choice (language) 	<ul style="list-style-type: none"> Spelling Punctuation Capitalization
6 Paper	<ul style="list-style-type: none"> Fluent, richly developed and purpose Clear awareness of audience Distinctive, engaging voice Original, insightful, or imaginative 	<ul style="list-style-type: none"> Carefully but subtly organized from beginning to end Logical order (well sequenced*) Elegant flow of ideas Provides closure 	<ul style="list-style-type: none"> Supporting details are rich, interesting, and informative throughout; fully developed Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures enhance style and effect Virtually no errors in structure or usage Successfully uses more sophisticated, varied sentence patterns 	<ul style="list-style-type: none"> Rich, effective vocabulary throughout Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Very few or no mechanical errors relative to length or complexity
5 Paper	<ul style="list-style-type: none"> Fluent, fully developed and purpose Clear awareness of audience Evidence of voice, compositional risks attempted Cohesive 	<ul style="list-style-type: none"> Organized from beginning to end Logical order (sequenced*) Subtle transitions Provides closure 	<ul style="list-style-type: none"> Details are strong and varied throughout Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures are appropriate to style and effect Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Few mechanical errors relative to length or complexity
4 Paper	<ul style="list-style-type: none"> Moderately fluent, adequately developed Awareness of audience and purpose Ideas developed but somewhat limited in depth 	<ul style="list-style-type: none"> Minor lapses in order or structure (some breaks in sequencing*) Meaning is subordinate to organizational devices Continued transitions Provides closure 	<ul style="list-style-type: none"> Details are adequate to support the focus Details are generally relevant to the focus 	<ul style="list-style-type: none"> Some sentence variety Generally correct structure and usage Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable vocabulary Attempts to use rich language Misuse of big words 	<ul style="list-style-type: none"> Some mechanical errors that do not interfere with communication Limited text, but mechanically correct
3 Paper	<ul style="list-style-type: none"> Somewhat developed Some awareness of audience and purpose Repetitive or too general 	<ul style="list-style-type: none"> Poor transitions Random sequencing* Attempts closure Shift in focus 	<ul style="list-style-type: none"> Details lack elaboration Insufficient relevant details Important details are omitted 	<ul style="list-style-type: none"> Little sentence variety Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions Chaining Noticeable errors in usage 	<ul style="list-style-type: none"> Simplistic vocabulary with acceptable but limited word choice Some errors in word choice 	<ul style="list-style-type: none"> Some mechanical errors that do interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
2 Paper	<ul style="list-style-type: none"> Poorly developed Poor awareness of audience or purpose Ideas and details are not clear 	<ul style="list-style-type: none"> Thought patterns are difficult to follow Ideas are not clear or sequenced* Resembles free-writing, rambling Continual shifts in focus 	<ul style="list-style-type: none"> Supporting details are listed Repetitious details Too few details 	<ul style="list-style-type: none"> No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Noticeable mechanical errors that interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
1 Paper	<ul style="list-style-type: none"> Not developed Restates topic No awareness of audience or purpose Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> So short or muddled that it lacks organization or focus 	<ul style="list-style-type: none"> Virtually no details Irrelevant details 	<ul style="list-style-type: none"> Lack of sentence sense Riddled with errors at the sentence level Riddled with errors in usage Too brief to evaluate 	<ul style="list-style-type: none"> Extremely limited vocabulary Riddled with errors in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Mechanical errors that seriously interfere with communication Too brief to evaluate

*Grades 3/4 Narrative only

© Copyright 2002, Educational Records Bureau Revised/Reprint ed 8/10

Non-Scorable (N)

is illegible: i.e., includes so many indecipherable words that no sense can be made of the response (or)
 is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense (or)
 is a blank paper

Shanghai American School

Student Progress Report for Saha, Tamoha

PD Middle School

Growth is measured from Fall to Spring

Student ID: 29280

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S13	8	253- 256 -259	258	234	0	4	85- 89 -92
F12	8	253- 256 -259	256	230			91- 94 -95
S12	7	247- 250 -253	253	230			83- 87 -90

Mathematics Goals Performance - Spring 2013

Numbers & Operations	High
Measurement	HiAvg
Algebra	High
Geometry	High
Data Analysis & Probability	High

Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S13	8	239- 242 -245	236	221	1	2	91- 94 -96
F12	8	238- 241 -244	234	219			93- 96 -97
S12	7	237- 240 -243	232	219			92- 95 -97

Language Usage Goals Performance - Spring 2013

Writing Process	High
Composition Structure	High
Grammar: Usage	High
Punctuation	High
Capitalization	High

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S13	8	240- 243 -246	236	222	-4	2	88- 92 -95
F12	8	244- 247 -250	234	219			95- 97 -98
S12	7	241- 244 -247	232	220			93- 95 -98

Reading Goals Performance - Spring 2013

Word Analysis & Vocabulary	High
Literal Comprehension	High
Interpretive Comprehension	HiAvg
Evaluative Comprehension	High
Lit Response / Analysis	High

Lexile® Range: 1275-1425

Explanatory Notes:

Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.

The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth

The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile® Range

The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Shanghai American School

Student Progress Report for Saha, Tamoha

PD Middle School

Growth is measured from Fall to Spring

Student ID: 29280

General Science

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S12	7	222- 226 -230	223	211			85- 91 -95

General Science Goals Performance - Spring 2013

There were no test events found for the selected term, Spring 2013

Concepts and Processes

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S12	7	222- 226 -230	222	210			87- 93 -97

Concepts and Processes Goals Performance - Spring 2013

There were no test events found for the selected term, Spring 2013

Explanatory Notes:

Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.

The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth

The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile® Range

The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.