

Dear Parent/Guardian of Jane,

This report summarizes Jane's performance on the New York State Testing Program English Language Arts Assessment, administered in the spring of 2018. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Jane knows and can do. The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Jane's official transcript or permanent student record.**

TRANSLATIONS



www.engageny.org/translate

JANE'S
SCORE

THIS YEAR

X

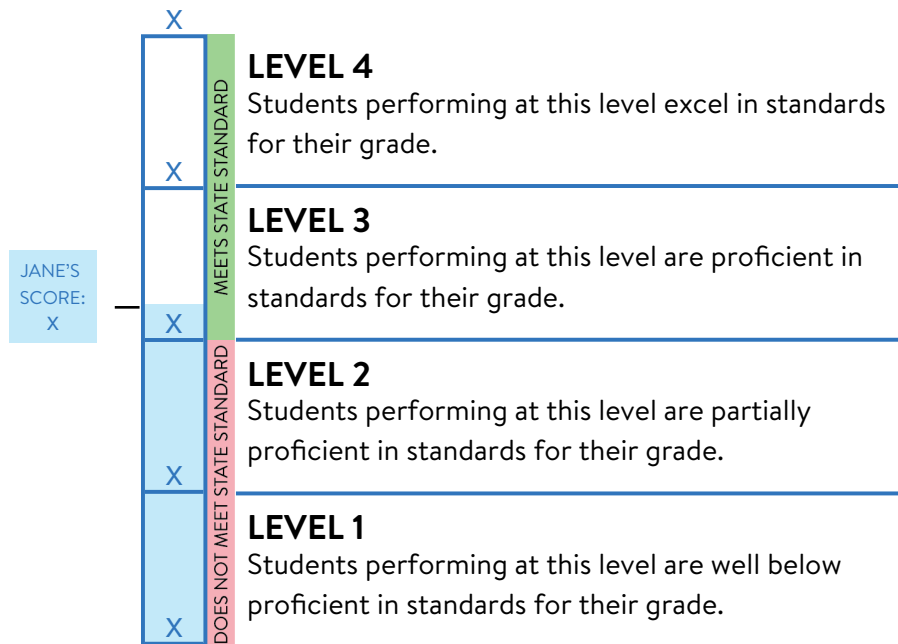
LEVEL 3

LAST YEAR

LEVEL 3

Last year Jane received a Level 3 score on the Grade 5 ELA test.

PERFORMANCE LEVELS



JANE MET THE STATE STANDARD

HOW JANE DID IN COMPARISON WITH OTHER STUDENTS



DISTRICT

X%

Jane did the same or better than **X%** of students in this grade in the district.



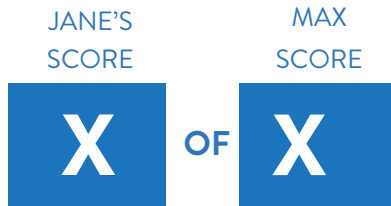
STATE

X%

Jane did the same or better than **X%** of students in this grade in the state.



The New York State Learning Standards for English Language Arts & Literacy describe what Jane should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections.



READING

In this section, students were asked to:

- comprehend the explicit and implicit ideas present in grade-level text and recognize how they develop over the course of the text;
- describe characters in depth, and connect ideas and events;
- understand the meaning and effects of words and figurative and connotative phrases;
- analyze the text's structure and organization, and identify how point of view is developed;
- integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.



WRITING FROM SOURCES

In this section, students were asked to:

- make claims that show valid reasoning and sufficient textual evidence;
- write about characters and describe how they relate to each other in the text;
- compare and contrast points of view and themes in texts;
- analyze events and actions in a text;
- determine the effect of language on aspects of a text and describe the importance of story and structural elements of the text;
- communicate understanding by producing coherent writing that demonstrates grade-level English grammar and use.

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation, in accordance with the specifications in the IEP/504 Plan.

SUPPORTING JANE'S SUCCESS

Contact Jane's teacher and ask which skills are the most challenging for Jane.

Ask your school how you will receive regular reports on Jane's progress.

If appropriate, seek student support services such as counseling or school guidance to help Jane be most successful.

Review classwork and homework with Jane to see how Jane's skills are progressing.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.engageny.org/parent-and-family-resources