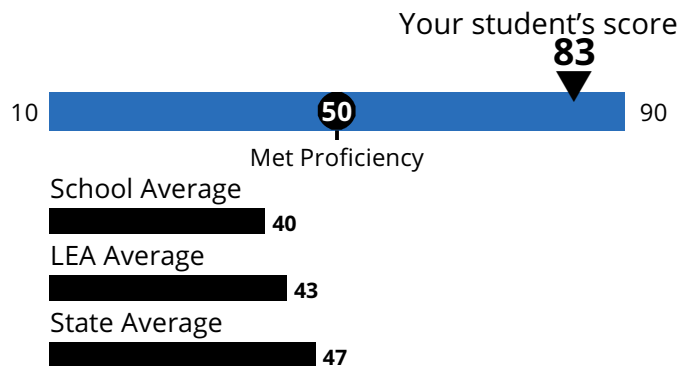






# How Did Your Student Perform in Reading and Writing?

## READING



### READING LITERARY

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze fiction, drama, and poetry.

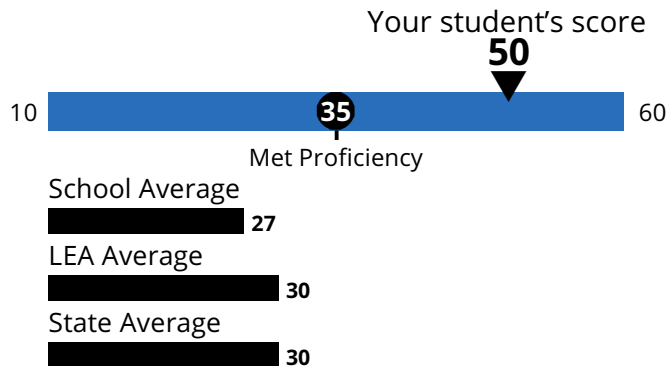
### READING INFORMATIONAL

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze nonfiction, history, science, and the arts.

### VOCABULARY

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can use context to determine what words and phrases mean.

## WRITING



### WRITTEN EXPRESSION

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can compose well-developed writing, using details from what they have read.

### WRITTEN CONVENTIONS

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing knowledge of conventions and other important elements of language.

#### LEGEND

Your student performed about the same as:



## English Language Arts/Literacy Performance Level Descriptors (PLDs)

**Level 4 Distinguished Learners:** *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment, are well prepared for the next grade level or course, and are well prepared for college and career readiness. Students performing at this level may benefit from exploring advanced learning opportunities related to understanding and analyzing above-grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

**Level 3 Proficient Learners:** *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment, are prepared for the next grade level or course, and are on track for college and career readiness. Students performing at this level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

**Level 2 Developing Learners:** *Developing learners demonstrate partial proficiency* in their performance on this standards-aligned assessment. Students performing at this level require additional academic support to ensure success in the next grade level or course and be on track for college and career readiness. Support may include reinforcement, practice, and guidance with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

**Level 1 Beginning Learners:** *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at this level require substantial academic support to be prepared for the next grade level or course and be on track for college and career readiness. Support may include modeling, reinforcement, and more explicit practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.