



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## Grade 11 Literacy Examination

### March 2007 Administration

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**Arkansas Department of Education**



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## INTRODUCTION

The purpose of this *Report Interpretation Guide* is to provide district and school personnel with information on how to interpret and use reports related to the March 2007 administration of the *Grade 11 Literacy Examination*. This *Report Interpretation Guide* provides general information about the components of the *Grade 11 Literacy Examination*, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the *Grade 11 Literacy Examination*. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

**NOTE:** Students with less than one year in a U.S. school whose answer documents had the “LEP student less than one year in the U.S.” bubble filled in will receive individual student reports and will be included on the roster reports but will not be included in any class or school averages or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2007. However, if the “LEP student less than one year in the U.S.” bubble was not properly marked on the answer document, the student’s scores **will be included** in AYP calculations and will appear on all reports.

## OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the Arkansas *English Language Arts Curriculum Framework* as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

The *Grade 11 Literacy Examination* is a criterion-referenced test that became operational in the 2001–2002 school year. All test questions on the *Grade 11 Literacy Examination* align with the goals and subject-specific competencies described by the Arkansas *English Language Arts Curriculum Framework*. As such, student performance on the *Grade 11 Literacy Examination* is directly aligned with the statewide frameworks and statewide curriculum goals.

The goals for the ACTAAP are to

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data;
- assist policy makers in decision-making.

As the ACTAAP continues to evolve, it will offer

- performance assessment of the core concepts, thinking skills, and problem-solving skills defined by the Arkansas Curriculum Frameworks;
- a variety of testing models, including portfolio assessment and performance tasks, which should encourage greater teacher involvement in the assessment process.

## QUESTIONS AND ANSWERS ABOUT THE 2007 *GRADE 11 LITERACY EXAMINATION*

### FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the *Grade 11 Literacy Examination* and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

**1. Who is required to take the *Grade 11 Literacy Examination*?**

The *Grade 11 Literacy Examination* should be administered to **all** students enrolled in Grade 11 who are eligible for testing under standardized conditions, with or without accommodations. If a student's IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment System for Students with Disabilities*.

**2. There is too much testing required by the State. How are teachers supposed to have time for instruction?**

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. A norm-referenced test was administered in 2007 and the *Grade 11 Literacy Examination* was administered in March 2007. The *Grade 11 Literacy Examination* requires two days of testing. This test is part of the overall plan for education within the state and is to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district.

**3. Why can't students just take some other test (or use other test results) to demonstrate performance?**

The *Grade 11 Literacy Examination* has been developed to specifically align with the Arkansas *English Language Arts Curriculum Framework* in order to evaluate student learning relative to the curriculum being taught within the state. Other tests have been developed as general instruments that are not specific to the Arkansas curriculum. Allowing the use of another instrument, or a variety of instruments, to gauge student performance related to the Arkansas curriculum is not an accurate measure of achievement relative to the state-level goals for education.

For answers to other questions regarding the *Grade 11 Literacy Examination*, please contact:

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**EDUCATIONAL IMPROVEMENT PLANS  
AND USING THE 2007 GRADE 11 LITERACY EXAMINATION RESULTS**

**MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS**

In real life, individuals are judged on a multitude of performances on a daily basis. In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. To put it simply, if you want to improve individual performance, you need to identify the areas in which need is apparent. In the educational measurement setting, this has been termed “multiple measures.” The underlying thinking of multiple measures is basic common sense: in order to improve learning, individually or collectively, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. “Multiple measures” are often categorized by classifying each measure as “quantitative” versus “qualitative.” A quantitative measure implies that a number or rating can be associated with the measurement while a qualitative measure implies that the measurement is more decision-based or anecdotal, relying on information and insights provided by an individual or group of individuals. The following describes the types of measurements that might fall into the quantitative versus qualitative categories:

**Quantitative**

- Criterion-referenced test results (e.g., *Grade 11 Literacy Examination*)
- Norm-referenced test results
- Classroom test results (current and past)

**Qualitative**

- Classroom work in the subject area or related subject area (current and past)
- Teacher observations (current and past)
- Any other pertinent student measures related to the subject area and/or to student testing issues

In attempting to develop any plan for educational improvement for an individual student or groups of students, it is necessary to know where you are (establish a baseline), determine where you need to be (establish a goal or end result), determine the path (establish an implementation plan or model), determine how you are going to get there (establish what resources are necessary), and determine how you will know when you have arrived (establish measures of success). In order to develop an educational improvement plan that can be demonstrated to be effective, educators will need to use the quantitative and qualitative information from the sources listed above as well as other resources.

**USING THE *Grade 11 Literacy Examination* RESULTS**

The reports for the *Grade 11 Literacy Examination* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas *English Language Arts Curriculum Framework*. The most important use of this data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at a proficient level on the test. An asterisk listed next to the student’s name on the *Class Roster Report* and the *School Roster Report* shows that the student did not perform at the Proficient performance level.
- For those students who did not perform at the Proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the Arkansas *English Language Arts Curriculum Framework*.

## DISSEMINATING THE 2007 *GRADE 11 LITERACY EXAMINATION* RESULTS AND CONCLUSION

### DISSEMINATING THE *GRADE 11 LITERACY EXAMINATION* RESULTS

Make a complete and thorough analysis of the results as soon as possible. After the report forms have been received and the results have been reviewed by district staff, disseminate the results to students, parents, teachers, counselors, and others who may play a role in individual student education. The following suggestions may be helpful:

- Make certain that the appropriate teachers and guidance personnel receive the appropriate *Student Report(s)*, *Student Label(s)*, *Class Roster Report(s)*, *School Roster Report*, *School Summary Report*, *School Profile Report*, and *School Item-by-Item Selections of Correct Answers Report* as soon as possible.
- Send the Student (Home) Copy of the *Student Report* with an accompanying letter from the principal emphasizing the importance of the *Student Report*. This will likely generate numerous questions from interested parents. At the next PTA/PTO or other parent meeting, discuss the *Grade 11 Literacy Examination* results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the *Student Reports*.
- Summarize information from the *School Roster Report*, *School Summary Report*, and *School Profile Report*, or through a newsletter or pamphlet, present information to school board members, school or district advisory committees, parent advisory groups, or other interested individuals.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- Communicate to teachers and guidance counselors, by letter or report, a list of the Grade 11 Literacy skills with the lowest performance by students.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).

### CONCLUSION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of criterion-referenced testing instruments that are directly linked with the Arkansas *English Language Arts Curriculum Framework*. Improving student performance on the *Grade 11 Literacy Examination* is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the *Grade 11 Literacy Examination* in order to develop educational improvement plans, for individual students and for all students, which best serve the citizens of Arkansas.

## THE 2007 GRADE 11 LITERACY EXAMINATION REPORTS

### OVERVIEW OF THE GRADE 11 LITERACY EXAMINATION REPORTS

Reports of results on the *Grade 11 Literacy Examination* are sent to districts to provide information on student performance. Samples of the *Student Report*, *Student Label*, *Class Roster Report*, *School Roster Report*, *School Summary Report*, *School Profile Report*, and *School Item-by-Item Selections of Correct Answers Report* are provided in this guide. A description of each report immediately precedes the report samples.

On the *School Roster Report*, *School Summary Report*, and *School Item-by-Item Selections of Correct Answers Report* students are reported by group. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the March 2007 administration of the *Grade 11 Literacy Examination*.
- **Combined Population Without Highly Mobile** (appears only on the *School Roster Report*)—All students for whom answer documents were returned for the March 2007 administration of the *Grade 11 Literacy Examination* excluding those students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **General Population**—Students who were **not** identified on their answer documents with an ESI code (IEP students) or as LEP and/or Highly Mobile. Students coded as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the General Population report, unless they have also been coded with an ESI code (IEP students) or as LEP and/or Highly Mobile.
- **IEP Students**—Students whose answer documents were marked with an ESI code (see page 18 for a listing of the ESI categories) identifying them as participating in a specific education program. Students for whom more than one ESI code was marked are reported in the “Multiple Disabilities” category.
- **LEP Students**—Limited English Proficient students who were identified as LEP on their answer documents.
- **1st Year LEP Students** (appears only on the *School Roster Report*)—Students who are Limited English Proficient and have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified on their answer documents as participating in a gifted and talented program.
- **Highly Mobile Students**—Students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **Free and/or Reduced Lunch** (not reported on the *School Item-by-Item Selections of Correct Answers Report*)—Students who were identified on their answer documents as being eligible for free and/or reduced lunch.
- **Non-economically Disadvantaged** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).
- **Non-disabled Students** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).

On the Combined Population and General Population summary reports, the groups are further broken down for the following student populations (sub-groups):

- **All Students**—Includes all students in the group that is being reported.
- **Gender**—Results are reported separately for females and males. Students whose answer documents were not coded for gender or those for whom both options were marked are not reported in this sub-group.
- **Ethnicity**—Results are reported separately for ethnicity (Asian/Pacific Islander, African American, Hispanic, Native American, Caucasian, and Not Indicated). Students whose answer documents were not coded for ethnicity or those for whom more than one ethnic background code was marked are reported under “Not Indicated.”
- **Gender/Ethnicity**—Results are reported for females within each ethnic group and for males within each ethnic group. Students whose answer documents were not coded or contained multiple marks for one of the fields are reported under “Not Indicated.”
- **Migrant**—Results are reported for students in each group who were also identified on their answer documents as migrant.

Student name and birth date, classroom/group name, school and district name, and school and district LEA number information is printed on the reports according to what was coded on the student answer documents, Classroom/Group Information Sheet, and/or School/Course Header Sheet.

**NOTE: The data in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in this *Report Interpretation Guide*. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.**

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### STUDENT REPORT

Each school will receive two copies of the *Student Report*, a Student (Home) copy in color and a School copy in black and white. The *Student Report* is a one-page, two-sided report. Side one provides information specific to the student listed. Side two provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of the front side of the *Student Report* is provided on the opposite page.

The *Student Report* provides individual student feedback on how the student performed on the *Grade 11 Literacy Examination*. The following information is provided on side one of the *Student Report*:

- Student information reflects what was coded on the student's answer document for student name and birth date.
- A letter from Dr. T. Kenneth James, Commissioner of Education, introduces the report.
- Literacy Scale Score Section (bottom left of report)
  - The four performance levels (Advanced, Proficient, Basic, and Below Basic) and the cut scores associated with Grade 11 Literacy are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student's scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score. The School, District, and State average scores are also provided and can be used for comparative data. A student is required to have attained a scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Grade 11 Literacy. It is important to note that the information listed at the strand level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.
- Literacy Results (bottom right of report)
  - A table with each skill area listed in the left column is provided. The skill areas are directly aligned with the *Arkansas English Language Arts Curriculum Framework*.
  - The total number of multiple-choice and open-response points for each skill area is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific skill areas may show that the student had greater difficulty with Reading Content concepts than with the other skill areas. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student's needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions indicating that the student may be having trouble responding in this format.
  - A score of "NA" (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of "0."
  - A definition and information for scale scores are provided under the Literacy Results table.

### STUDENT LABEL

Each school will receive a *Student Label* for each student's permanent record or transcript kept on file at the school. The *Student Label* includes the student's total scale score for Grade 11 Literacy with the student's associated performance level for the March 2007 administration of the *Grade 11 Literacy Examination*. A sample of the *Student Label* is provided on the opposite page.

The *Student Label* provides the student's name and date of birth. It also includes the student's scale score and performance level for the *Grade 11 Literacy Examination*. This label will be added to the student's permanent record or transcript as a permanent record of the March 2007 *Grade 11 Literacy Examination* test results.

# 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

## STUDENT REPORT



Arkansas Comprehensive Testing, Assessment,  
and Accountability Program

### GRADE 11 LITERACY EXAMINATION STUDENT REPORT

**For the Family of  
ASHLEY ADAMS**

**Test Date:** March 2007  
**Birthdate:** 07-21-1990  
**School Name:** Arkansas School  
(99-99-999)  
**District Name:** Arkansas School District  
(99-99)

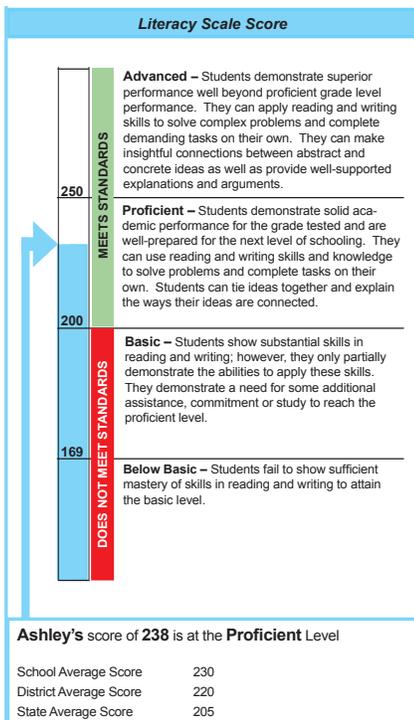
Dear Family,

Recently, Ashley participated in the Arkansas Grade 11 Literacy Examination. Skills assessed on this test are based on the Arkansas Curriculum Frameworks and are required to be part of any Arkansas instructional program. The Curriculum Frameworks describe what Ashley is expected to know and be able to do in Literacy. The Grade 11 Literacy Examination includes multiple-choice questions as well as open-response questions that require the student to construct a handwritten answer.

This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring future success.

Sincerely,  
  
T. Kenneth James, Ed.D.  
Commissioner of Education

### Ashley's Overall Test Results



Literacy Results		
<b>The table below shows the number of points Ashley scored in each of the Reading and Writing skill areas.</b>	<b>Multiple-Choice</b>	<b>Open-Response</b>
<b>Reading Literary</b> – A selection such as a short story, poem, or an excerpt from a novel or essay.	15 of 16	14 of 16
<b>Reading Content</b> – A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	15 of 16	16 of 16
<b>Reading Practical</b> – A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	15 of 16	16 of 16
<b>Writing Multiple-Choice</b>	16 of 16	
<b>Writing Content</b> – Reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	<b>Prompt 1</b>	7 of 8
	<b>Prompt 2</b>	8 of 8
<b>Writing Style</b> – Reflects the writer's ability to purposefully shape and control language to affect readers. Includes the use of vocabulary, selected information, sentence variety, tone, and voice.	<b>Prompt 1</b>	7 of 8
	<b>Prompt 2</b>	8 of 8
<b>Writing Sentence Formation</b> – Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts.	<b>Prompt 1</b>	8 of 8
	<b>Prompt 2</b>	7 of 8
<b>Writing Usage</b> – Reflects the writer's ability to follow the conventions of standard written usage, including proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	<b>Prompt 1</b>	8 of 8
	<b>Prompt 2</b>	8 of 8
<b>Writing Mechanics</b> – Demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	<b>Prompt 1</b>	7 of 8
	<b>Prompt 2</b>	8 of 8

NA = No attempt to answer the item. Score of "0" (zero) assigned for the item.

Ashley's total scores reported for Literacy are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE web site at the Testing link.

## STUDENT LABEL

ACTAAP Grade 11 Literacy Examination  
Date of Test: March 2007

**ADAMS, ASHLEY**

DOB: 07-21-1990  
District: Arkansas School District (99-99)  
School: Arkansas School (99-99-999)  
Scale Score: 238                      Proficient

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### CLASS ROSTER REPORT

Two copies of the *Class Roster Report* will be produced—one copy for the school and one copy for the district. The *Class Roster Report* is a one-sided, single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the March 2007 *Grade 11 Literacy Examination*. The class information printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the opposite page.

The *Class Roster Report* provides school and district staff with information on how students within a specific class or group performed on the *Grade 11 Literacy Examination*. The following information is included on the *Class Roster Report*:

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Grade 11 Literacy.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Grade 11 Literacy Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *Class Roster Report* (e.g., performance level, scale score, skill area information).
- Students who did not attain the Proficient or Advanced level in Grade 11 Literacy are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an “L” following the student’s birth date.
- Following the listing of students, the class average for each skill area is provided. Class averages do not include First Year LEP student scores.
- The Mean Scale Scores for the school, district, region, and state in Grade 11 Literacy are provided and can be used as comparative data.

A student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Grade 11 Literacy. Again, it is important to note that the information listed for each skill area for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

GRADE 11 LITERACY EXAMINATION  
CLASS ROSTER REPORT

Date of Test: March 2007  
Page 1



District Number: 99-99  
District Name: Arkansas School District  
School Number: 99-99-999  
School Name: Arkansas School  
Class Name: Jones

PERFORMANCE LEVEL SCALE SCORE  
Below Basic (BEL) 168 and below  
Basic (BAS) 169-199  
Proficient (PRO) 200-249  
Advanced (ADV) 250 and above

NA = No Attempt (Zero Score)  
\* = Not Proficient in Literacy  
& = Modified form adapted to Braille

Student Information	PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			Writing Multiple Choice	WRITING DOMAINS					
			Literacy	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics	
Multiple-Choice/Open-Response Points Possible			16/16	16/16	16/16	16	16	16	16	16	16	16
ADCOCK, JASON	PRO	216	16/13	16/15	16/12	16	13	14	12	13	14	14
ADDLER, KARIE	PRO	208	14/14	14/12	16/12	13	13	14	15	13	12	12
ANDERSON, MARK	PRO	202	15/9	15/11	16/11	14	10	12	15	15	12	12
BANCROFT, MARY *	BEL	157	8/3	8/2	8/2	9	8	9	9	8	9	9
BEST, COURTLAND	PRO	208	14/14	14/12	16/12	13	13	14	15	13	12	12
BIDEN, JEAN *	BAS	185	11/10	12/9	16/10	11	12	10	11	10	9	9
BYRD, JERRY	PRO	216	16/13	16/15	16/12	16	13	14	12	13	14	14
CASTRO, MARVIN	PRO	202	15/9	15/11	16/11	14	10	12	15	15	12	12
DREYFUS, JUSTIN	PRO	202	15/9	15/11	16/11	14	10	12	15	15	12	12
DUNKIRK, BOB	PRO	208	14/14	14/12	16/12	13	13	14	15	13	12	12
<b>CLASS AVERAGE:</b>		<b>200</b>	<b>14/11</b>	<b>14/11</b>	<b>15/11</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>12</b>
<b>COMBINED POPULATION: LITERACY</b>		<b>MEAN SCALE SCORE</b>										
		School: 193										
		District: 200										
		Region: 196										
		State: 201										

Averages do not include the following groups: 1) 1st Year LEP students

L: 1st Year LEP Student

### **SCHOOL ROSTER REPORT**

Two copies of the *School Roster Report* will be produced—one copy for the school and one copy for the district. The *School Roster Report* is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the *Grade 11 Literacy Examination* and the results for those students. The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on pages 11–13.

The *School Roster Report* provides school and district staff with information on how all students within a school performed on the *Grade 11 Literacy Examination*. The following information is provided on the *School Roster Report*:

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Grade 11 Literacy.
- Results for students are reported separately by group. See page 5 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Grade 11 Literacy Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *School Roster Report* (e.g., performance level, scale score, skill area information).
- Students who did not attain the Proficient or Advanced level in Grade 11 Literacy are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an “L” following the student’s birth date.
- Following the listing of students within each group, the school average for each skill area for that group is provided. School averages do not include First Year LEP student scores.

A student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Grade 11 Literacy. Again, it is important to note that the information listed for each skill area for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

GRADE 11 LITERACY EXAMINATION  
SCHOOL ROSTER REPORT

Date of Test: March 2007  
Page 1



District Number: 99-99  
District Name: Arkansas School District  
School Number: 99-99-999  
School Name: Arkansas School

PERFORMANCE LEVEL SCALE SCORE  
Below Basic (BEL) 168 and below  
Basic (BAS) 169-199  
Proficient (PRO) 200-249  
Advanced (ADV) 250 and above

PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			Writing Multiple- Choice	WRITING DOMAINS						
		Literacy	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics		
											16/16	16/16
<b>Student Information</b>												
Multiple-Choice/Open-Response Points Possible												
<b>COMBINED POPULATION</b>												
SCHOOL AVERAGE: 194												
<b>COMBINED POPULATION WITHOUT HIGHLY MOBILE</b>												
SCHOOL AVERAGE: 196												
<b>GENERAL POPULATION</b>												
ADCOCK, JASON	216	16/13	16/15	16/12	16	13	14	12	13	16	16	14
ADDLER, KARIE	208	14/14	14/12	16/12	13	13	14	15	15	13	16	12
ANDERSON, MARK	202	15/9	15/11	16/11	14	10	12	15	15	15	15	12
BANCROFT, MARY *	157	8/3	8/2	8/2	9	8	9	9	9	8	8	9
BEST, COURTLAND	208	14/14	14/12	16/12	13	13	14	15	15	13	16	12
BIDEN, JEAN *	185	11/10	12/9	16/10	11	12	10	11	10	10	13	9
BYRD, JERRY	216	16/13	16/15	16/12	16	13	14	12	13	14	15	14
CASTRO, MARVIN	202	15/9	15/11	16/11	14	10	12	15	15	15	15	12
DREYFUS, JUSTIN	202	15/9	15/11	16/11	14	10	12	15	15	15	15	12
DUNKIRK, BOB	208	14/14	14/12	16/12	13	13	14	15	15	13	16	12
JACKSON, JOHN *	157	8/3	8/2	8/2	9	8	9	9	9	8	9	9
KIRK, ELLIOT *	185	11/10	12/9	16/10	11	12	10	11	10	10	10	9
LOGAN, JONATHAN *	185	11/10	12/9	16/10	11	12	10	11	10	10	10	9
LOPEZ, SIMONE	216	16/13	16/15	16/12	16	13	14	12	14	13	15	14
PEOPLES, LESA	202	15/9	15/11	16/11	14	10	12	15	15	15	15	12
RICHARDSON, ADRIAN	208	14/14	14/12	16/12	13	13	14	15	14	13	15	12

Averages do not include the following groups: 1) 1st Year LEP students

L: 1st Year LEP Student

**GRADE 11 LITERACY EXAMINATION  
SCHOOL ROSTER REPORT**

Date of Test: March 2007  
Page 2



District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

**PERFORMANCE LEVEL SCALE SCORE**

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
168 and below	169-199	200-249	250 and above

NA = No Attempt (Zero Score)  
 \* = Not Proficient in Literacy  
 & = Modified form adapted to Braille

Student Information	PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES				WRITING DOMAINS												
			Literacy	Content	Practical	Writing Multiple- Choice	Content	Style	Sentence Formation	Usage	Mechanics								
			16/16	16/16	16/16	16	16	16	16	16	16	16							
<b>GENERAL POPULATION (cont.)</b>																			
SMITH, JULIAN 06-11-1990	PRO	216	16/13	16/15	16/12	16	13	14	12	13	14								
VIGGERS, CODY * 07-21-1990	BEL	157	8/3	8/2	8/2	9	8	9	9	8	9								
WAYLAND, JOSEPH 06-02-1990	PRO	208	14/14	14/12	16/12	13	13	14	15	13	12								
<b>SCHOOL AVERAGE:</b>		197	13/10	13/10	14/10	13	11	12	13	12	11								
<b>IEP STUDENTS</b>																			
BONDS, KARLA * 08-30-1989	BAS	179	8/10	8/9	10/6	10	12	14	13	12	10								
<b>SCHOOL AVERAGE:</b>		179	8/10	8/9	10/6	10	12	14	13	12	10								
<b>LEP STUDENTS</b>																			
JIMINEZ, LUIS 08-30-1989	PRO	208	14/14	14/12	16/12	13	13	14	15	13	12								
MORALES, LOUISA * 09-20-1990	BAS	185	11/10	12/9	16/10	11	12	10	11	10	9								
<b>SCHOOL AVERAGE:</b>		197	13/12	13/11	16/10	12	13	12	13	12	11								
<b>1ST YEAR LEP STUDENTS</b>																			
CANTRELL, MARVIN * 06-02-1990 (L)	BEL	157	8/3	8/2	8/2	9	8	9	9	8	9								
<b>SCHOOL AVERAGE:</b>		157	8/3	8/2	8/2	9	8	9	9	8	9								
<b>GIFTED AND TALENTED STUDENTS</b>																			
LOPEZ, SIMONE 06-02-1990	PRO	216	16/13	16/15	16/12	16	13	14	12	13	14								
<b>SCHOOL AVERAGE:</b>		216	16/13	16/15	16/12	16	13	14	12	13	14								

Averages do not include the following groups: 1) 1st Year LEP students

L: 1st Year LEP Student

**GRADE 11 LITERACY EXAMINATION  
SCHOOL ROSTER REPORT**

Date of Test: March 2007

Page 3



District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

**PERFORMANCE LEVEL SCALE SCORE**  
 Below Basic (BEL) 168 and below  
 Basic (BAS) 169-199  
 Proficient (PRO) 200-249  
 Advanced (ADV) 250 and above

PER- ORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			Writing Multiple- Choice	WRITING DOMAINS					
		Literacy	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics	
		16/16	16/16	16/16	16	16	16	16	16	16	16
BAS	171	9/8	9/9	10/8	10	9	8	10	10	10	8
BAS	175	11/6	11/7	12/9	11	10	9	10	9	9	9
BAS	189	14/11	15/7	14/7	12	12	13	11	10	10	12
<b>SCHOOL AVERAGE:</b>	<b>178</b>	<b>11/8</b>	<b>12/8</b>	<b>12/8</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>FREE AND/OR REDUCED LUNCH STUDENTS</b>											
<b>SCHOOL AVERAGE:</b>	<b>179</b>	<b>11/8</b>	<b>13/8</b>	<b>12/8</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>NON-ECONOMICALLY DISADVANTAGED STUDENTS</b>											
<b>SCHOOL AVERAGE:</b>	<b>189</b>	<b>12/9</b>	<b>10/9</b>	<b>13/10</b>	<b>12</b>	<b>11</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>NON-DISABLED STUDENTS</b>											
<b>SCHOOL AVERAGE:</b>	<b>194</b>	<b>13/10</b>	<b>13/10</b>	<b>15/10</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>11</b>

NA = No Attempt (Zero Score)  
 \* = Not Proficient in Literacy  
 & = Modified form adapted to Braille

**Student Information**

Multiple-Choice/Open-Response Points Possible

**HIGHLY MOBILE STUDENTS**

ADAMSON, JILLIAN \* 06-11-1990  
 MCDONALD, CODY \* 07-21-1990  
 TULLY, JOSEPH \* 06-02-1990

**SCHOOL AVERAGE:**

**FREE AND/OR REDUCED LUNCH  
STUDENTS**

**SCHOOL AVERAGE:**

**NON-ECONOMICALLY DISADVANTAGED  
STUDENTS**

**SCHOOL AVERAGE:**

**NON-DISABLED STUDENTS**

**SCHOOL AVERAGE:**

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP students

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT—OVERVIEW

Each school will receive two copies of the *School Summary Report* and each district will receive one copy of the *School Summary Report* for the schools in the district. The Arkansas Department of Education will also receive one copy of the *School Summary Report*. The *School Summary Report* is a one-sided, multi-page report providing student results aggregated to the school level. Seven groups are reported independently from one another (see page 5 for additional information). The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number.

### SCHOOL SUMMARY REPORT: COMBINED POPULATION

The *Combined Population Report* gives the results for **all** students\* for whom answer documents were returned for the March 2007 administration of the *Grade 11 Literacy Examination*. A sample is provided on the opposite page.

The *School Summary Report: Combined Population* provides school and district staff with summary information on how all students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The total number of students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student populations (sub-groups):
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).
- The information provided on the *School Summary Report: Combined Population* can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

**NOTE:** Each district will receive two copies of the *District Summary Report*, which provides student results aggregated to the district level. The Arkansas Department of Education will also receive one copy of the *District Summary Report*. The *District Summary Report* provides district staff with summary information on how students within the district performed on the March 2007 *Grade 11 Literacy Examination*. The *School and District Summary Reports* are set up identically to one another except that the district report does not include school data. The district-level report also contains an additional page for 1st Year LEP students.

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: COMBINED POPULATION**

Date of Test: March 2007  
Page 1

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **71**

	Number & Percentage of Students Below Basic (BEL) 168 and below				Number & Percentage of Students Basic (BAS) 169-199				Number & Percentage of Students Proficient (PRO) 200-249				Number & Percentage of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	14	14	799	7,167	17	17	450	4,782	16	16	471	6,671	24	24	631	14,653
	20%	20%	34%	17%	24%	24%	19%	14%	23%	23%	20%	20%	34%	34%	27%	44%
Gender																
Female	3	3	374	3,279	8	8	223	2,456	7	7	226	3,249	12	12	342	7,239
	10%	10%	32%	20%	27%	27%	19%	15%	23%	23%	19%	20%	40%	40%	29%	45%
Male	11	11	424	3,876	9	9	227	2,319	9	9	245	3,417	12	12	288	7,404
	27%	27%	36%	23%	22%	22%	14%	14%	22%	22%	21%	20%	29%	29%	24%	44%
Ethnicity																
Asian/Pacific Islander	0	0	0	37	0	0	0	48	0	0	0	61	0	0	2	181
	0%	0%	0%	11%	0%	0%	0%	15%	0%	0%	0%	19%	0%	0%	100%	55%
African American	2	2	555	3,332	4	4	249	1,480	1	1	202	1,386	1	1	186	1,556
	25%	25%	47%	43%	50%	50%	19%	19%	13%	13%	17%	18%	13%	13%	16%	20%
Hispanic	0	0	19	409	0	0	13	303	0	0	11	381	0	0	14	539
	0%	0%	3%	25%	0%	0%	19%	19%	0%	0%	1%	23%	0%	0%	3%	33%
Native American	0	0	4	41	0	0	1	21	0	0	2	57	0	0	3	100
	0%	0%	0%	19%	0%	0%	10%	10%	0%	0%	2%	26%	0%	0%	30%	46%
Caucasian	12	12	216	3,253	13	13	184	2,875	15	15	252	4,711	23	23	419	101
	19%	19%	20%	14%	21%	21%	13%	13%	24%	24%	24%	24%	37%	37%	39%	53%
Not Indicated	0	0	0	27	0	0	1	15	0	0	3	23	0	0	2	74
	0%	0%	0%	19%	0%	0%	17%	11%	0%	0%	50%	17%	0%	0%	33%	53%
Gender/Ethnicity - Female																
Asian/Pacific Islander	0	0	0	19	0	0	0	19	0	0	0	28	0	0	0	91
	0%	0%	0%	12%	0%	0%	0%	12%	0%	0%	0%	18%	0%	0%	0%	58%
African American	0	0	257	1,509	0	0	121	766	0	0	101	740	0	0	117	876
	0%	0%	43%	39%	0%	0%	20%	20%	0%	0%	17%	19%	0%	0%	20%	23%
Hispanic	0	0	12	191	0	0	8	159	0	0	6	188	0	0	7	261
	0%	0%	3%	24%	0%	0%	24%	20%	0%	0%	18%	24%	0%	0%	21%	33%
Native American	0	0	4	19	0	0	0	12	0	0	1	29	0	0	1	49
	0%	0%	0%	17%	0%	0%	0%	11%	0%	0%	1%	27%	0%	0%	1%	45%
Caucasian	3	3	101	1,510	8	8	93	1,473	7	7	116	2,233	12	12	213	5,882
	10%	10%	19%	14%	27%	27%	18%	13%	23%	23%	22%	20%	40%	40%	41%	53%
Not Indicated	0	0	0	16	0	0	1	9	0	0	2	14	0	0	1	35
	0%	0%	0%	22%	0%	0%	25%	12%	0%	0%	50%	19%	0%	0%	25%	47%
Gender/Ethnicity - Male																
Asian/Pacific Islander	0	0	0	18	0	0	0	29	0	0	0	33	0	0	2	90
	0%	0%	0%	11%	0%	0%	0%	17%	0%	0%	0%	33	0%	0%	2	53%
African American	2	2	297	1,822	4	4	128	714	1	1	101	646	1	1	69	680
	25%	25%	50%	47%	50%	50%	17%	18%	13%	13%	17%	17%	13%	13%	12%	18%
Hispanic	0	0	7	218	0	0	5	144	0	0	5	193	0	0	7	277
	0%	0%	2%	26%	0%	0%	21%	17%	0%	0%	21%	23%	0%	0%	2%	33%
Native American	0	0	0	22	0	0	1	9	0	0	1	28	0	0	2	51
	0%	0%	0%	20%	0%	0%	25%	8%	0%	0%	25%	25%	0%	0%	50%	46%
Caucasian	9	9	115	1,742	5	5	91	1,401	8	8	136	2,478	11	11	206	6,217
	27%	27%	21%	15%	15%	15%	12%	12%	24%	24%	25%	21%	33%	33%	38%	53%
Not Indicated	0	0	0	11	0	0	0	6	0	0	1	9	0	0	1	38
	0%	0%	0%	18%	0%	0%	0%	9%	0%	0%	50%	14%	0%	0%	50%	59%
Migrant	0	0	5	162	0	0	6	108	0	0	9	134	0	0	4	148
	0%	0%	2%	29%	0%	0%	25%	20%	0%	0%	38%	24%	0%	0%	17%	27%

The following groups are not included in this report: 1) 1st Year LEP Students

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: GENERAL POPULATION

Students included in the *General Population Report* are those who were **not** identified on their answer documents with an ESI code (IEP students), as limited English proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the *General Population Report*, unless they have also been coded with an ESI code, as limited English proficient, and/or as Highly Mobile. A sample is provided on the opposite page.

The *School Summary Report: General Population* provides school and district staff with summary information on how General Population students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The total number of General Population students\* in the school is provided at the top of the page under the district name.
- The General Population group is broken out and reported for the following student populations (sub-groups):
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percentages of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).
- The information provided on the *School Summary Report: General Population* can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: GENERAL POPULATION**

Date of Test: March 2007  
Page 2

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 71

School Number: 99-99-999  
School Name: Arkansas School

	Number & Percentage of Students Below Basic (BEL) 168 and below				Number & Percentage of Students Basic (BAS) 169-199				Number & Percentage of Students Proficient (PRO) 200-249				Number & Percentage of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	14	20%	14	799	34%	17	450	19%	16	471	20%	24	631	27%	14,653	
Gender																
Female	3	10%	3	374	32%	8	223	15%	7	226	19%	12	342	40%	7,239	
Male	11	27%	11	424	36%	9	227	14%	9	245	20%	12	288	29%	7,404	
Ethnicity																
Asian/Pacific Islander	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	181	
African American	2	25%	2	555	47%	4	249	19%	1	202	17%	1	186	13%	1,556	
Hispanic	0	0%	0	19	409	0%	0	303	0	11	381	0	14	0%	539	
Native American	0	0%	0	4	41	0%	0	21	0	0	57	0	0	0%	33%	
Caucasian	12	19%	12	216	40%	13	184	10%	15	252	26%	23	419	30%	46%	
Not Indicated	0	0%	0	0	0%	0	1	15	0	3	23	0	0	0%	74	
Gender/Ethnicity - Female																
Asian/Pacific Islander	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	91	
African American	0	0%	0	257	43%	0	121	20%	0	101	17%	0	117	0%	876	
Hispanic	0	0%	0	12	191	0%	8	159	0	6	188	0	7	0%	261	
Native American	0	0%	0	4	19	0%	0	12	0	1	29	0	0	0%	49	
Caucasian	3	10%	3	101	67%	8	93	11%	7	116	27%	12	213	17%	45%	
Not Indicated	0	0%	0	0	0%	0	1	13	0	2	20	0	0	0%	5,882	
Gender/Ethnicity - Male																
Asian/Pacific Islander	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	35	
African American	2	25%	2	297	50%	4	128	22%	1	101	17%	1	69	13%	680	
Hispanic	0	0%	0	7	218	0%	5	144	0	5	193	0	7	0%	277	
Native American	0	0%	0	0	29%	0	21	17%	0	21	23%	0	0	0%	33%	
Caucasian	9	27%	9	115	21%	5	95	8%	8	136	25%	11	206	33%	46%	
Not Indicated	0	0%	0	0	0%	0	0	6	0	1	9	0	0	0%	6,217	
Migrant	0	0%	0	5	162	0	6	108	0	9	134	0	4	0%	148	

The following groups are not included in this report: 1) 1st Year LEP Students

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**

**SCHOOL SUMMARY REPORT: IEP STUDENTS**

The results in this section of the *School Summary Report* are for those students whose answer documents were coded with an ESI category. IEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: IEP Students* provides school and district staff with summary information on how exceptional students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The *School Summary Report* provides the Grade 11 Literacy results for IEP students.
- The total number of IEP students\* in the school is provided at the top of the page under the district name.
- Data are first provided for “All IEP Students,” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Serious Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech or Language Impaired
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

**NOTE:** Students for whom more than one ESI code was marked on their answer documents are reported in the “Multiple Disabilities” category.

- The information provided for “Non-disabled” includes only those students who did not have an ESI code marked on their answer documents.
- The information provided for “Migrant” includes only those IEP students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information provided on the *School Summary Report: IEP Students* can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores for students who are also special education students are not included in this report.

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**

**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: IEP STUDENTS**

Date of Test March 2007  
Page 3

District Number: **99-99**  
District Name: **Arkansas School District**  
Total Number of Students Tested: **4**

School Number: **99-99-999**  
School Name: **Arkansas School**

All IEP Students	Number & Percentage of Students Below Basic (BEL) 168 and below			Number & Percentage of Students Basic (BAS) 169-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above																	
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State											
4	4	100%	79%	168	0	0%	23	543	15%	0	0%	7%	23	543	13%	0	0%	0	0%	0	0%	47	434	12%			
1	1	100%	61%	2,296	0	0%	11%	543	15%	0	0%	7%	23	543	13%	0	0%	0	0%	0	0%	0	0%	47	434	12%	
0	0	0%	29	1	0	0%	0	10	0	0	0%	0	0	4	0	0	0	0	0	0	0%	0	0	0	14	0	
1	1	100%	0	0	0	0%	0	18%	0	0	0%	0	0	7%	0	0	0	0	0	0	0%	0	0	0	25%	0	
1	1	100%	0	0	0%	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	1	100%	0	
0	0	0%	29	1	0	0%	2	5	0	0	0%	0	0	7	0	0	0	0	0	0	0%	0	0	0	5	0	
0	0	0%	503	74	33%	0%	5	33	6%	0	0%	2	16	15%	0	0	0	0	0	0	0%	0	0	0	8	0	
0	0	0%	34	5	91%	0%	0	1	6%	0	0%	0	3	3%	0	0	0	0	0	0	0%	0	0	0	2	0	
0	0	0%	85	8	50%	0%	0	4	3%	0	0%	0	2	8%	0	0	0	0	0	0	0%	0	0	0	3	0	
0	0	0%	375	0	0%	0%	0	25%	0	0	0%	0	0	13%	0	0	0	0	0	0	0%	0	0	0	50	0	
0	0	0%	20	0	0%	0%	0	117	19%	0	0%	1	74	13%	0	0	0	0	0	0	0%	0	0	0	3	0	
0	0	0%	60	0	0%	0%	0	5	3%	0	0%	0	2	8%	0	0	0	0	0	0	0%	0	0	0	3	0	
0	0	0%	375	0	0%	0%	0	117	19%	0	0%	1	74	13%	0	0	0	0	0	0	0%	0	0	0	50	0	
1	1	100%	61%	0	0%	0%	9	35%	0	0	0%	0	6	16%	0	0	0	0	0	0	0%	0	0	2	175	0	
1	1	100%	100	51	51%	0%	0	870	17%	0	0%	0	6	240	0	0	0	0	0	0	0%	0	0	0	11%	0	
1	1	100%	285	18	6%	0%	5	75	14%	0	0%	3	110	14%	0	0	0	0	0	0	0%	0	0	0	10%	0	
0	0	0%	45	0	0%	0%	0	12	2%	0	0%	0	0	17%	0	0	0	0	0	0	0%	0	0	0	27%	0	
0	0	0%	0	0	0%	0%	0	1	2%	0	0%	0	0	1	0	0	0	0	0	0	0%	0	0	0	0	0	
0	0	0%	14	5	36%	0%	1	5	13%	0	0%	0	0	13%	0	0	0	0	0	0	0%	0	0	0	4	0	
0	0	0%	60	0	0%	0%	0	21%	4%	0	0%	0	0	4%	0	0	0	0	0	0	0%	0	0	0	17%	0	
10	10	100%	4,800	631	13%	0%	20	4,100	85%	0	0%	16	450	11%	0	0	0	0	0	0	0%	0	0	0	25	600	14,000
15	15	100%	15%	29%	19%	0%	26%	14%	14%	0	0%	24%	21%	21%	0	0	0	0	0	0	0%	0	0	0	36%	28%	50%
0	0	0%	62	0	0%	0%	0	17	18%	0	0%	0	0	12	0	0	0	0	0	0	0%	0	0	0	0	3	0
0	0	0%	66%	0	0%	0%	0	18%	0%	0	0%	0	0	13%	0	0	0	0	0	0	0%	0	0	0	0	3%	0

The following groups are not included in this report: 1) 1st Year LEP Students

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as Limited English Proficient (LEP). LEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: LEP Students* provides school and district staff with summary information on how LEP students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The *School Summary Report* provides the Grade 11 Literacy results for LEP students.
- The total number of LEP students\* in the school is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those LEP students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: LEP Students* can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

Date of Test: March 2007  
Page 4

**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: LEP STUDENTS**



District Number: **99-99**      School Number: **99-99-999**  
 District Name: **Arkansas School District**      School Name: **Arkansas School**  
 Total Number of Students Tested: **0**

	Number & Percentage of Students Below Basic (BEL) 168 and below			Number & Percentage of Students Basic (BAS) 169-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADY) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Limited English Proficient	0 0%	0 0%	15 45%	0 0%	0 0%	7 21%	0 0%	0 0%	5 15%	0 0%	0 0%	6 18%	0 0%	0 0%	237 25%
Migrant	0 0%	0 0%	4 31%	0 0%	0 0%	4 31%	0 0%	0 0%	3 23%	0 0%	0 0%	2 15%	0 0%	0 0%	36 22%

The following groups are not included in this report: 1) 1st Year LEP Students

**SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS**

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Gifted and Talented. Gifted and Talented students are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Gifted and Talented Students* provides school and district staff with summary information on how Gifted and Talented students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The *School Summary Report* provides the Grade 11 Literacy results for Gifted and Talented students.
- The total number of Gifted and Talented students\* in the school is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Gifted and Talented Students* can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.



## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006. Highly Mobile students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Highly Mobile Students* provides school and district staff with summary information on how Highly Mobile students in the school performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The *School Summary Report* provides the Grade 11 Literacy results for Highly Mobile students.
- The total number of Highly Mobile students\* in the school is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Highly Mobile Students* can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

Date of Test: March 2007  
Page 6

**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS**



District Number: **99-99**      School Number: **99-99-999**  
 District Name: **Arkansas School District**      School Name: **Arkansas School**  
 Total Number of Students Tested: **3**

	Number & Percentage of Students Below Basic (BEL) 168 and below			Number & Percentage of Students Basic (BAS) 169-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADY) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Highly Mobile	0	0	0%	1	1	22%	0	0	0%	2	2	36%	2	2	31%
Migrant	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%

The following groups are not included in this report: 1) 1st Year LEP Students

## 2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

### SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Free and/or Reduced Lunch. Students who receive Free and/or Reduced Lunch are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Free and/or Reduced Lunch Students* provides school and district staff with summary information on how students in the school who receive Free and/or Reduced Lunch performed on the *Grade 11 Literacy Examination*. The following information is provided:

- The *School Summary Report* provides the Grade 11 Literacy results for students who receive Free and/or Reduced Lunch.
- The total number of students\* who receive Free and/or Reduced Lunch is provided at the top of the page under the district name.
- The information provided for “Non-economically Disadvantaged” includes only those students who were not identified on their answer documents as receiving Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those Free and/or Reduced Lunch students who were also coded on their answer documents as being Migrant students.
- In the columns on the *School Summary Report*, data are provided for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).
- The information listed on the *School Summary Report: Free and/or Reduced Lunch Students* can be used to compare the performance of students in the school who receive Free and/or Reduced Lunch with the performance of students who receive Free and/or Reduced Lunch at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS**

Date of Test: March 2007  
Page 7



District Number: **99-99**      School Number: **99-99-999**  
 District Name: **Arkansas School District**      School Name: **Arkansas School**  
 Total Number of Students Tested: **39**

	Number & Percentage of Students Below Basic (BEL) 168 and below			Number & Percentage of Students Basic (BAS) 169-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above			
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Free and/or Reduced Lunch	7 24%	7 41%	685 31%	5 17%	5 17%	338 20%	8 28%	8 28%	328 20%	9 24%	7 24%	328 20%	5,500 31%
Non-economically Disadvantaged Students	9 21%	9 21%	114 11%	11 26%	11 26%	146 19%	17 40%	17 40%	293 44%	5 12%	5 12%	107 16%	1,555 11%
Migrant	0 0%	0 0%	5 30%	0 0%	0 0%	6 23%	0 0%	0 0%	9 41%	0 0%	0 0%	3 14%	134 26%

The following groups are not included in this report: 1) 1st Year LEP Students

## **SCHOOL PROFILE REPORT**

The *School Profile Report* provides school and district staff with summary information on how students in the school performed on the *Grade 11 Literacy Examination*.

Each school will receive two copies of the *School Profile Report*, and each district will receive one copy of the *School Profile Report*. The *School Profile Report* is a four-page booklet providing an overview of the school's results for the March 2007 *Grade 11 Literacy Examination*. District- and state-level data is also included so that student performance within the school can be compared with the performance of students at the district and state levels. A sample of the report is provided on pages 30–33.

The following information is provided on the *School Profile Report*:

- District and school information (reflects what was coded on the School/Course Header Sheet)
  
- Overall Results (Combined Population)
  - The “Overall Results (Combined Population)” table is located on page 1 of the *School Profile Report*.
  - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the percent of students in the school who scored at Proficient and Advanced performance levels.
  - The “Percent of Student Scores in Performance Levels” bar graph shows the percent of students who scored at each of the four performance levels (Below Basic, Basic, Proficient, and Advanced) at the school, district, region, and state levels. The associated scale score range for each performance level is also provided.
  
- Results by Population Group and Results by Gender and Ethnicity
  - The “Results by Population Group” table is located on page 1, and the “Results by Gender and Ethnicity” table is located on page 2 of the *School Profile Report*.
  - The first column in the “Results by Population Group” table indicates the specific student population that is being reported on that particular line (row). With the exception of “Migrant Students,” these groups can also be found on the *School Roster Report*. In the “Results by Gender and Ethnicity” table, information is provided by gender and by ethnicity.
  - The columns in the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide data for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). Results are provided in terms of the numbers and percents of students performing at each performance level. The first column in the table indicates the specific student population that is being reported on that particular line (row).
  - The columns on the right side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the Mean Scale Scores for Grade 11 Literacy, which are broken out by group for the school, district, and state.

SCHOOL PROFILE REPORT (CONTINUED)

- Proficient and Advanced Performance History
  - The “Proficient and Advanced Performance History” bar graph is located on page 2 of the *School Profile Report*.
  - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the Proficient and Advanced performance levels on the *Grade 11 Literacy Examination* since March 2006.
  
- Performance on Multiple-Choice Items
  - The “Performance on Multiple-Choice Items” table is located on page 3 of the *School Profile Report*.
  - Each line (row) provides the skill area and description, the number of multiple-choice points possible, and data on the average number of items students answer correctly. The results are provided in terms of numbers and percents at the school, district, and state levels.
  
- Performance on Open-Response Items
  - The “Performance on Open-Response Items” table is located on page 3 of the *School Profile Report*.
  - Each line (row) provides the strand name and description, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided at the school, district, and state levels.
  
- Performance Level Descriptions
  - The “Performance Level Descriptions” table is located on page 4 of the *School Profile Report*.
  - Each line (row) provides the performance level, the associated scale score range, and the performance level description.

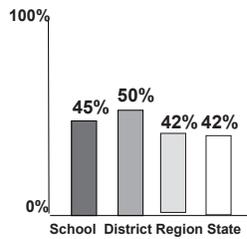
District: **Arkansas School District (99-99)**  
School: **Arkansas School (99-99-999)**  
Test Date: **March 2007**

**GRADE 11  
LITERACY  
EXAMINATION**

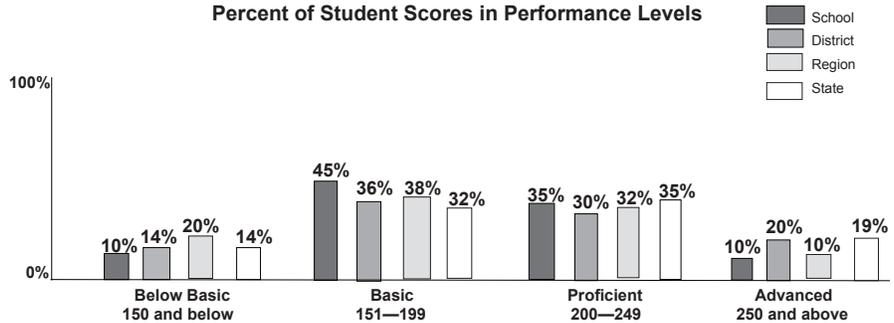
The *Grade 11 Literacy Examination* was administered in March to all Grade 11 students. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Item-by-Item Reports, and Summary Reports).

**Overall Results (Combined Population)**

**Percent of Student Scores Proficient and Advanced**



**Percent of Student Scores in Performance Levels**



**Results by Population Group**

The following table shows the number and percent at each Performance Level and the mean scale scores for students in each population group for your School, District, and the State. This Mean Scale Score information was previously summarized on the last page of the School Roster.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population <sup>1</sup>	14	20%	17	24%	16	23%	24	34%	173	189	184
Combined Population without Highly Mobile <sup>2</sup>	12	18%	16	24%	16	24%	24	35%	176	171	191
General Population <sup>3</sup>	10	16%	15	25%	14	23%	22	36%	188	173	189
Students with Disabilities	4	57%	3	43%	0	0%	0	0%	115	110	123
Non-Disabled Students	10	16%	14	22%	16	25%	24	38%	176	171	203
Limited English Proficient Students	0	0%	1	33%	2	66%	0	0%	194	196	144
1st Year LEP Students	0	0%	0	0%	1	100%	0	0%	173	154	151
Economically Disadvantaged Students <sup>4</sup>	7	47%	5	33%	2	13%	1	7%	184	165	179
Non-Economically Disadvantaged Students	7	13%	12	21%	14	25%	23	41%	203	176	203
Migrant Students	0	0%	1	100%	0	0%	0	0%	166	160	151

Notes:

- <sup>1</sup> Combined Population includes all students tested except those classified as 1st Year LEP.
- <sup>2</sup> Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.
- <sup>3</sup> General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
- <sup>4</sup> Free and/or Reduced Lunch students.

# SCHOOL PROFILE – LITERACY

## Results by Gender and Ethnicity

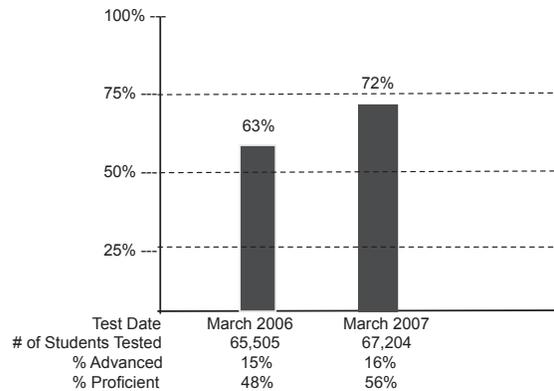
The following table shows the number and percent of students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	14	20%	17	24%	16	23%	24	34%	179	189	184
<b>Gender</b>											
Male	3	10%	8	27%	7	23%	12	40%	201	189	189
Female	11	27%	9	22%	9	22%	12	29%	208	171	181
<b>Ethnicity</b>											
Asian/Pacific Islander	1	14%	0	0%	2	29%	4	57%	231	203	196
African American	3	14%	4	19%	5	24%	7	33%	203	186	194
Hispanic	2	20%	4	40%	3	30%	1	10%	171	151	201
Native American	1	100%	0	0%	0	0%	0	0%	83	154	163
Caucasian	7	23%	5	17%	6	20%	12	40%	200	203	186

Note: 1st Year LEP students are not included in this summary.

## Proficient and Advanced Performance History

The following graph displays the number of students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the *Grade 11 Literacy Examination* since March 2006.



## Performance on Test Items

### Performance on Multiple-Choice Items

The table below indicates the overall skill demonstrated by students on the multiple-choice items for each Reading skill area and Writing multiple-choice items.

Skills Areas	Number of Items	Average Number and Percent Correct					
		School		District		State	
<b>Reading – Literary Passage</b>	16	9.6	60%	9.7	60%	10	63%
<b>Reading – Content Passage</b>	16	7.8	49%	8.2	51%	10	63%
<b>Reading – Practical Passage</b>	16	9.1	57%	9.2	57%	10	63%
<b>Writing – Multiple-Choice</b>	16	7.1	44%	8.5	53%	9.5	59%

### Performance on Open-Response Items

The table below indicates the overall skill demonstrated by students on the open-response items.

	Possible Points	Average Points Scored		
		School	District	State
<b>Reading – Literary Passage</b> A selection such as a short story, poem, or an excerpt from a novel or essay.	16	12	14	12
<b>Reading – Content Passage</b> A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	16	9	12	10
<b>Reading – Practical Passage</b> A selection that provides useful information, such as a brochure, recipe, handbook, manual, or “how to” directions.	16	9	12	11
	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2
<b>Writing – Content Domain</b> Reflects the writer’s ability to focus and elaborate on a central idea in a unified, organized text.	8 / 8	5.4 / 6.5	6.5 / 6.8	5.4 / 6.2
<b>Writing – Style Domain</b> Reflects the writer’s ability to purposefully shape and control language to affect readers. Includes the use of vocabulary, selected information, sentence variety, tone, and voice.	8 / 8	5.4 / 6.5	6.2 / 5.4	5.0 / 6.3
<b>Writing – Sentence Formation Domain</b> Reflects the writer’s ability to form competent, appropriately mature sentences to express thoughts.	8 / 8	6.0 / 6.7	6.5 / 6.8	5.4 / 6.2
<b>Writing – Usage Domain</b> Reflects the writer’s ability to follow the conventions of standard written usage, including proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	8 / 8	5.4 / 5.9	6.3 / 6.2	6.2 / 6.0
<b>Writing – Mechanics Domain</b> Demonstrates the writer’s use of capitalization, punctuation, spelling, and paragraph formatting.	8 / 8	5.1 / 6.3	5.4 / 6.2	5.9 / 6.0

## Performance Level Descriptions

Performance Level	Score Range	Description
Advanced	250 and Above	<p>In Reading, students demonstrate thorough, thoughtful, and extensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with specific examples from the text and connecting them to personal experience and other readings.</p> <p>In Writing, students respond appropriately to the task and audience, consistently employing logical and cohesive organization; sophisticated use of transitional elements; illustrative and varied supporting details; and rich language to enhance meaning through control of grammar, punctuation, capitalization, and spelling.</p>
Proficient	200—249	<p>In Reading, students demonstrate an overall understanding of the text that includes inferential and literal information. They identify and/or analyze purpose, meaning, form, and literary techniques, supporting their ideas with examples from the text, drawing conclusions to personal experiences.</p> <p>In Writing, students respond appropriately to the task and audience and show logical organization. They use specific details, varied vocabulary, and language devices. They employ transitional elements effectively and have few errors in grammar, punctuation, capitalization, and spelling.</p>
Basic	169—199	<p>In Reading, students demonstrate understanding and make literal interpretations of the text. They identify and/or relate some aspects of text to purpose and meaning, make simple inferences, and draw conclusions.</p> <p>In Writing, students show evidence of organization, use supporting details, and demonstrate sufficient command of grammar, punctuation, capitalization, and spelling.</p>
Below Basic	168 and Below	Students fail to show sufficient mastery of reading and writing skills to attain the Basic level.

### **SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS REPORT**

The *School Item-by-Item Selections of Correct Answers Report* provides school and district staff with information on how students within a school performed on the released common items that contributed to individual student results. This report is intended for use in conjunction with the *Released Item Booklet* for the *Grade 11 Literacy Examination* in order to examine school results for individual items. A sample is provided on pages 35–36.

Each school and each district will receive one copy of the *School Item-by-Item Selections of Correct Answers Report*. The Arkansas Department of Education will also receive one copy of this report. The *School Item-by-Item Selections of Correct Answers Report* is a one-sided report providing the results for each item (multiple-choice and open-response). The *School Item-by-Item Selections of Correct Answers Report* is produced for the same groups as reported on the *School Summary Report* (with the exception of Free and/or Reduced Lunch Students). The following information is provided on the *School Item-by-Item Selections of Correct Answers Report*:

- Information specific to Grade 11 Literacy is provided on the report.
- The number of students\* in the school for the reported group is provided under the school information.
- The first column (Item # in Test Booklet) provides the item number and the testing session that corresponds to where the item appeared in the student test booklets. This information can be used to review session information and to determine whether position within the testing schedule had an impact on student results.
- The second column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
- The third column (Item Type) describes the item type: multiple-choice (MC), open-response (OR), or Essay.
- The fourth column (Key) provides the correct answer choice for all multiple-choice items. The open-response and essay items indicate “Rubric” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items are provided in the Released Item Booklet.
- For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
- For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

\* First Year in a School in the U.S. LEP Student responses are not included in this report.

**NOTE:** Each district and the Arkansas Department of Education will also receive one copy of the *District Item-by-Item Selections of Correct Answers Report*. The *District Item-by-Item Selections of Correct Answers Report* provides individual item results for the March 2007 Grade 11 Literacy Examination at the district and state levels. The *School* and *District Item-by-Item Selections of Correct Answers Reports* are set up identically to one another except that the district report does not include school data.

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



Arkansas  
Comprehensive Testing, Assessment,  
& Accountability Program

Grade 11 Literacy Examination  
**SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS  
COMBINED POPULATION**

Page 1

**LITERACY TEST ITEMS**

Date of Test: March 2007

District Number: **99-99** District Name: **Arkansas School District**  
School Number: **99-99-999** School Name: **Arkansas School**

Total Number of Students Tested: 38

**READING**

Number and Percent Selecting the Correct Answer

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %
9 (Session R2)	1	MC	C	36	94.7%	36	94.7%	26,400	70.7%
10 (Session R2)	2	MC	A	36	94.7%	36	94.7%	28,860	87.2%
11 (Session R2)	3	MC	D	37	97.4%	37	97.4%	28,283	85.4%
12 (Session R2)	4	MC	B	34	89.5%	34	89.5%	26,631	80.4%
13 (Session R2)	5	MC	A	16	42.1%	16	42.1%	10,882	32.0%
14 (Session R2)	6	MC	D	18	47.4%	18	47.4%	15,879	47.0%
15 (Session R2)	7	MC	B	10	26.3%	10	26.3%	15,026	45.4%
16 (Session R2)	8	MC	B	19	50.0%	19	50.0%	14,163	42.8%
17 (Session R3)	9	MC	A	33	86.6%	33	86.6%	25,883	78.1%
18 (Session R3)	10	MC	B	34	89.5%	34	89.5%	24,856	74.4%
19 (Session R3)	11	MC	A	24	63.2%	24	63.2%	14,855	44.0%
20 (Session R3)	12	MC	B	33	86.6%	33	86.6%	24,127	72.8%
21 (Session R3)	13	MC	C	24	63.2%	24	63.2%	13,482	40.7%
23 (Session R3)	14	MC	A	22	57.9%	22	57.9%	14,644	44.2%
22 (Session R3)	15	MC	D	30	78.9%	30	78.9%	21,891	66.1%
24 (Session R3)	16	MC	D	31	81.6%	31	81.6%	16,725	50.9%
25 (Session R4)	17	MC	B	29	76.9%	29	76.9%	21,881	66.0%
26 (Session R4)	18	MC	C	38	100.0%	38	100.0%	26,122	84.9%
27 (Session R4)	19	MC	D	26	68.4%	26	68.4%	21,497	64.0%
28 (Session R4)	20	MC	D	33	86.6%	33	86.6%	26,622	80.4%
29 (Session R4)	21	MC	C	35	92.1%	35	92.1%	23,520	71.0%
30 (Session R4)	22	MC	A	23	60.5%	23	60.5%	16,450	49.7%
31 (Session R4)	23	MC	D	31	81.6%	31	81.6%	23,046	60.6%
32 (Session R4)	24	MC	A	26	68.4%	26	68.4%	18,759	58.8%
53 (Session R8)	25	MC	C	18	47.4%	18	47.4%	15,879	47.0%
54 (Session R8)	26	MC	A	10	26.3%	10	26.3%	15,026	45.4%
59 (Session R8)	27	MC	C	19	50.0%	19	50.0%	14,163	42.8%
60 (Session R8)	28	MC	C	33	86.6%	33	86.6%	25,883	78.1%
56 (Session R8)	29	MC	C	34	89.5%	34	89.5%	24,856	74.4%
57 (Session R8)	30	MC	B	24	63.2%	24	63.2%	14,855	44.0%
58 (Session R8)	31	MC	C	33	86.6%	33	86.6%	24,127	72.8%
55 (Session R8)	32	MC	C	24	63.2%	24	63.2%	13,482	40.7%
73 (Session R11)	33	MC	C	22	57.9%	22	57.9%	14,644	44.2%
74 (Session R11)	34	MC	A	30	78.9%	30	78.9%	21,891	66.1%
75 (Session R11)	35	MC	C	34	89.5%	34	89.5%	24,856	74.4%
76 (Session R11)	36	MC	D	24	63.2%	24	63.2%	14,855	44.0%
77 (Session R11)	37	MC	D	33	86.6%	33	86.6%	24,127	72.8%
78 (Session R11)	38	MC	A	24	63.2%	24	63.2%	13,482	40.7%
79 (Session R11)	39	MC	B	22	57.9%	22	57.9%	14,644	44.2%
80 (Session R11)	40	MC	D	30	78.9%	30	78.9%	21,891	66.1%
81 (Session R12)	41	MC	B	24	63.2%	24	63.2%	14,855	44.0%
82 (Session R12)	42	MC	C	33	86.6%	33	86.6%	24,127	72.8%
83 (Session R12)	43	MC	B	24	63.2%	24	63.2%	13,482	40.7%
84 (Session R12)	44	MC	A	22	57.9%	22	57.9%	14,644	44.2%
85 (Session R12)	45	MC	B	30	78.9%	30	78.9%	21,891	66.1%
86 (Session R12)	46	MC	A	34	89.5%	34	89.5%	24,856	74.4%
87 (Session R12)	47	MC	D	24	63.2%	24	63.2%	14,855	44.0%
88 (Session R12)	48	MC	A	31	81.6%	31	81.6%	23,046	60.6%

**2007 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



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**SCHOOL ITEM-BY-ITEM SELECTIONS  
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**LITERACY TEST ITEMS**

Date of Test: March 2007

**READING (CONTINUED)**

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
B (Session R2)	A	OR	Rubric	14.3	14.3	12.6
C (Session R3)	B	OR	Rubric	12.6	12.6	11.3
D (Session R4)	C	OR	Rubric	7.9	7.8	7.0
F (Session R8)	D	OR	Rubric	14.3	14.3	12.6
G (Session R11)	E	OR	Rubric	12.6	12.6	11.3
H (Session R112)	F	OR	Rubric	7.9	7.8	7.0

**WRITING**

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	Number and Percent Selecting the Correct Answer				
					School %	District #	District %	State #	State %
38 (Session W6)	1	MC	C	37	97.4%	37	97.4%	28,283	85.4%
70 (Session W10)	2	MC	C	34	89.5%	34	89.5%	26,631	80.4%
37 (Session W6)	3	MC	B	16	42.1%	16	42.1%	10,882	32.0%
39 (Session W6)	4	MC	B	18	47.4%	18	47.4%	15,879	47.0%
40 (Session W6)	5	MC	B	10	26.3%	10	26.3%	15,026	45.4%
41 (Session W6)	6	MC	A	19	50.0%	19	50.0%	14,163	42.8%
42 (Session W6)	7	MC	D	37	97.4%	37	97.4%	28,283	85.4%
43 (Session W6)	8	MC	A	34	89.5%	34	89.5%	26,631	80.4%
69 (Session W10)	9	MC	A	10	26.3%	10	26.3%	15,026	45.4%
44 (Session W6)	10	MC	B	19	50.0%	19	50.0%	14,163	42.8%
65 (Session W10)	11	MC	D	37	97.4%	37	97.4%	28,283	85.4%
66 (Session W10)	12	MC	C	34	89.5%	34	89.5%	26,631	80.4%
67 (Session W10)	13	MC	D	37	97.4%	37	97.4%	28,283	85.4%
71 (Session W10)	15	MC	D	34	89.5%	34	89.5%	26,631	80.4%
72 (Session W10)	14	MC	C	16	42.1%	16	42.1%	10,882	32.0%
68 (Session W10)	16	MC	A	18	47.4%	18	47.4%	15,879	47.0%

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Average Score of All Students (based on maximum of 40 points per essay)		
				School	District	State
WP (Session W5)	01	Essay	Rubric	13.8	21.8	19.2
WP (Session W9)	02	Essay	Rubric	14.2	22.2	20.4

The following groups are not included in this report: 1) 1st Year LEP Students

## PERFORMANCE LEVELS FOR THE 2007 *GRADE 11 LITERACY EXAMINATION*

### DEFINITIONS OF PERFORMANCE LEVELS

The general performance levels preamble for the ACTAAP states that the students must demonstrate their ability to be successful and productive citizens. Student performance is categorized into four levels of performance for the *Grade 11 Literacy Examination*: Advanced, Proficient, Basic, and Below Basic. The general definitions of these performance levels are as follows:

#### **Advanced**

In Reading, students demonstrate thorough, thoughtful, and extensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with specific examples from the text and connecting them to personal experience and other readings.

In Writing, students respond appropriately to the task and audience, consistently employing logical and cohesive organization; sophisticated use of transitional elements; illustrative and varied supporting details; and rich language to enhance meaning through control of grammar, punctuation, capitalization, and spelling.

#### **Proficient**

In Reading, students demonstrate an overall understanding of the text that includes inferential and literal information. They identify and/or analyze purpose, meaning, form, and literary techniques, supporting their ideas with examples from the text, drawing conclusions to personal experiences.

In Writing, students respond appropriately to the task and audience and show logical organization. They use specific details, varied vocabulary, and language devices. They employ transitional elements effectively and have few errors in grammar, punctuation, capitalization, and spelling.

#### **Basic**

In Reading, students demonstrate understanding and make literal interpretations of the text. They identify and/or relate some aspects of text to purpose and meaning, make simple inferences, and draw conclusions.

In Writing, students show evidence of organization, use supporting details, and demonstrate sufficient command of grammar, punctuation, capitalization, and spelling.

#### **Below Basic**

Below Basic students do not show sufficient mastery of skills in Reading and Writing to attain the Basic level.





# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201