



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

Grade 11 Literacy Examination

March 2010 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 2010 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 who were coded as “LEP student less than one year in the U.S.” 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 2010. However, if a student was not coded as “LEP student less than one year in the U.S.,” 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 framework 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 2010 *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 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 2010 and the *Grade 11 Literacy Examination* was administered in March 2010. 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 2010 *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 or advanced 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 or above the proficient performance level.
- For those students who did not perform at or above 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 2010 *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, and School Item-by-Item Selections of Correct Answers 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, 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 2010 *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, and School Item-by-Item Selections of Correct Answers 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, students are reported by group. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the March 2010 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 2010 administration of the *Grade 11 Literacy Examination* excluding those students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2009.
- **General Population**—Students who were **not** identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as receiving Free and/or Reduced Lunch are included in the General Population report, unless they have also been identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students**—Students who were identified with an ESI code (see page 19 for a listing of the ESI categories) identifying them as participating in a specific education program. Students who were identified with more than one ESI code are reported in the “Multiple Disabilities” category.
- **LEP Students**—Students who were identified as Limited English Proficient (LEP).
- **Monitored Former LEP Students—Year 1**—Students who were identified as Year 1 Monitored Former LEP.
- **Monitored Former LEP Students—Year 2**—Students who were identified as Year 2 Monitored Former LEP.
- **1st Year LEP Students** (appears only on the School Roster Report)—Students who are Limited English Proficient and have been in a school in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified as Gifted and Talented.
- **Highly Mobile Students**—Students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2009.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students who were identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

THE 2010 *GRADE 11 LITERACY EXAMINATION* REPORTS

On the Combined Population and General Population summary reports, the groups are further broken down for the following student 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 demographic information did not include gender or those for whom both options were coded are not reported in this sub-group.
- **Ethnicity**—Results are reported separately for ethnicity (Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Black, White, Two or More Races, and Not Indicated). Students who were identified as Hispanic and any additional ethnicity code are reported as Hispanic. Students who were identified with two or more ethnicity codes not including Hispanic are reported as Two or More. Students whose demographic information did not include ethnicity 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 contained multiple marks for gender or students whose demographic information did not include gender or ethnicity 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.

2010 *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 page one of the Student Report is provided on the following 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 or provided from the student’s APSCN record for student name and birth date.
- A letter from Dr. Tom W. Kimbrell, 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 range. 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 have had 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 was 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 2010 administration of the *Grade 11 Literacy Examination*. A sample of the Student Label is provided on the following 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 2010 *Grade 11 Literacy Examination* test results.

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

STUDENT REPORT



**ARKANSAS
DEPARTMENT
OF EDUCATION**



Arkansas Comprehensive Testing, Assessment,
and Accountability Program

GRADE 11 LITERACY EXAMINATION STUDENT REPORT

**For the Family of
ASHLEY ADAMS**

Test Date: March 2010
Birth Date: 07-21-1994
School Name: DeWitt High School
(01-01-004)
District Name: DeWitt School District
(01-01)

Dear Family,

Recently, Ashley participated in the Arkansas *Grade 11 Literacy Examination*. Skills assessed on this test are based on the Arkansas English Language Arts Curriculum Framework and are required to be part of any Arkansas instructional program. The Curriculum Framework describes 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.

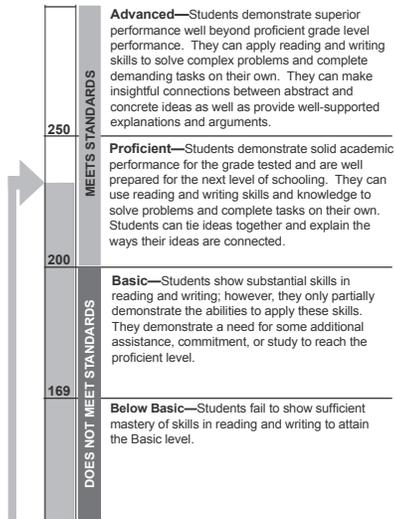
This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring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

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

Ashley's Overall Test Results

Literacy Scale Score



Ashley's score of 238 is at the Proficient Level

School Average Score 230
District Average Score 220
State Average Score 205

Literacy Results

The table below shows the number of points Ashley scored in each of the Reading and Writing skill areas.	Multiple-Choice	Open-Response
Reading Literary —A selection such as a short story, poem, or an excerpt from a novel or essay.	10 of 16	8 of 16
Reading Content —A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	11 of 16	9 of 16
Reading Practical —A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	12 of 16	8 of 16
Writing Multiple-Choice	13 of 16	
Writing Content —Reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	Prompt 1 Prompt 2	4 of 8 5 of 8
Writing Style —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.	Prompt 1 Prompt 2	3 of 8 4 of 8
Writing Sentence Formation —Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts.	Prompt 1 Prompt 2	6 of 8 5 of 8
Writing Usage —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.	Prompt 1 Prompt 2	4 of 8 5 of 8
Writing Mechanics —Demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	Prompt 1 Prompt 2	4 of 8 5 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 website at the Testing link.

STUDENT LABEL

ACTAAP Grade 11 Literacy Examination
Date of Test: March 2010

BIDEN, JEAN

DOB: 06-02-1993

District: Arkansas School District (99-99)

School: Arkansas School (99-99-999)

Scale Score: 121

Below Basic

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 2010 *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 following 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 LEP student who has been in a school in the U.S. less than one year 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 1st 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**



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) and below 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						
			Literary	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	16
ADCOCK, JASON	ADV	260	16/13	16/15	16/12	16	13	14	12	13	14	13	14
ADDLER, KARIE	PRO	240	14/14	14/12	16/12	13	13	14	15	13	12	13	12
ANDERSON, MARK	PRO	230	15/9	15/11	16/11	14	10	12	15	15	12	15	12
BANCROFT, MARY *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9	8	9
BEST, COURTLAND	PRO	240	14/14	14/12	16/12	13	13	14	15	13	12	13	12
BIDEN, JEAN *	BAS	193	11/10	12/9	16/10	11	12	10	11	10	9	10	9
BYRD, JERRY	ADV	260	16/13	16/15	16/12	16	13	14	12	13	14	13	14
CANCRON, MARVIN	PRO	230	15/9	15/11	16/11	14	10	12	15	15	12	15	12
DREYFUS, JUSTIN	PRO	230	15/9	15/11	16/11	14	10	12	15	15	12	15	12
DUNKIRK, BOB	PRO	240	14/14	14/12	16/12	13	13	14	15	13	12	15	12
CLASS AVERAGE:		228	14/11	14/11	15/11	13	12	13	13	13	13	13	12

COMBINED POPULATION: MEAN SCALE SCORE
 LITERACY
 School: 206
 District: 194
 Region: 196
 State: 196

L: 1st Year LEP Student

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

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 12–14.

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 pages 5–6 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 LEP student who has been in a school in the U.S. less than one year 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 1st 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 2010
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) Basic (BAS) Proficient (PRO) Advanced (ADV)
 168 and below 169-199 200-249 250 and above

Student Information	PER-FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES				Writing Multiple-Choice	WRITING DOMAINS									
			Literary	Content	Practical	Content		Style	Sentence Formation	Usage	Mechanics						
												16/16	16/16	16/16	16	16	16
Multiple-Choice/Open-Response Points Possible											16	16	16	16			
COMBINED POPULATION																	
SCHOOL AVERAGE:											12	12	13	12	11	12	11
COMBINED POPULATION WITHOUT HIGHLY MOBILE																	
SCHOOL AVERAGE:											13	13	13	12	12	13	11
GENERAL POPULATION																	
ADCOCK, JASON	06-11-1994	260	16/13	16/15	16/12	16/12	16	13	14	12	13	14	14				
ADDLER, KARE	06-11-1994	240	14/14	14/12	16/12	16/12	13	13	14	15	13	13	12				
ANDERSON, MARK	06-02-1994	230	15/9	15/11	16/11	16/11	14	10	12	15	15	12	12				
BANCROFT, MARY *	06-02-1993	159	8/3	8/2	8/2	8/2	9	8	9	9	8	9	9				
BEST, COURTLAND	07-21-1994	240	14/14	14/12	16/12	16/12	13	13	14	15	13	12	12				
BIDEN, JEAN *	06-02-1993	193	11/10	12/9	16/10	16/10	11	12	10	11	10	9	9				
BYRD, JERRY	06-02-1993	260	16/13	16/15	16/12	16/12	16	13	14	12	13	14	12				
CANCRON, MARVIN	06-02-1994	230	15/9	15/11	16/11	16/11	14	10	12	15	15	12	12				
DREYFUS, JUSTIN	06-02-1994	230	15/9	15/11	16/11	16/11	14	10	12	15	15	12	12				
DUNKIRK, BOB	06-02-1994	240	14/14	14/12	16/12	16/12	13	13	14	15	13	12	12				
JACKSON, JOHN *	05-12-1994	159	8/3	8/2	8/2	8/2	9	8	9	9	8	9	9				
KIRK, ELLIOT *	03-22-1993	193	11/10	12/9	16/10	16/10	11	12	10	11	10	9	9				
LOGAN, JONATHAN *	06-02-1994	193	11/10	12/9	16/10	16/10	11	12	10	11	10	9	9				
LOPEZ, SIMONE	06-02-1994	260	16/13	16/15	16/12	16/12	16	13	14	12	13	14	14				
PEOPLES, LESA	08-05-1994	230	15/9	15/11	16/11	16/11	14	10	12	15	15	12	12				
RICHARDSON, ADRIAN	12-25-1993	240	14/14	14/12	16/12	16/12	13	13	14	15	13	12	12				

L: 1st Year LEP Student
 The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.
 Averages do not include the following groups: 1) 1st Year LEP students



**GRADE 11 LITERACY EXAMINATION
SCHOOL ROSTER REPORT**

Date of Test: March 2010
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) 168 and below
Basic (BAS) 169-199
Proficient (PRO) 200-249
Advanced (ADV) 250 and above

Student Information	PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES				WRITING DOMAINS				
			Literary	Content	Practical	Writing Multiple- Choice	Content	Style	Sentence Formation	Usage	Mechanics
			16/16	16/16	16/16	16/16	16	16	16	16	16
Multiple-Choice/Open-Response Points Possible											
GENERAL POPULATION (cont.)											
SMITH, JILIAN	ADV	260	16/13	16/15	16/12	16	13	14	12	13	14
VINE, CODY *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9
WAYLAND, JOSEPH	PRO	240	14/14	14/12	16/12	13	13	14	15	13	12
SCHOOL AVERAGE:		222	13/10	13/10	15/10	13	11	12	13	12	11
IEP STUDENTS											
BONDS, KARLA *	BAS	192	8/10	8/9	10/6	10	12	14	13	12	10
SCHOOL AVERAGE:		192	8/10	8/9	10/6	10	12	14	13	12	10
MONITORED FORMER LEP STUDENTS—YEAR 1											
JACKSON, JOHN *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9
KIRK, ELLIOT *	BAS	193	11/10	12/9	16/10	11	12	10	11	10	9
SCHOOL AVERAGE:		176	10/7	10/6	12/6	10	10	10	10	9	9
MONITORED FORMER LEP STUDENTS—YEAR 2											
VINE, CODY *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9
SCHOOL AVERAGE:		159	8/3	8/2	8/2	9	8	9	9	8	9
LEP STUDENTS											
JIMINEZ, LUIS	PRO	240	14/14	14/12	16/12	13	13	14	15	13	12
MORALES, LOUISA *	BAS	193	11/10	12/9	16/10	11	12	10	11	10	9
SCHOOL AVERAGE:		217	13/12	13/11	16/11	12	13	12	13	12	11

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.



**GRADE 11 LITERACY EXAMINATION
SCHOOL ROSTER REPORT**

Date of Test: March 2010
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) 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 Multiple- Choice	WRITING DOMAINS					
			Literary	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics	
												16/16
Multiple-Choice/Open-Response Points Possible												
1ST YEAR LEP STUDENTS												
CANTRELL, MARVIN *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	8	9
SCHOOL AVERAGE:												
		159	8/3	8/2	8/2	9	8	9	9	8	8	9
GIFTED AND TALENTED STUDENTS												
LOPEZ, SIMONE	ADV	260	16/13	16/15	16/12	16	13	14	12	13	14	14
SCHOOL AVERAGE:												
		260	16/13	16/15	16/12	16	13	14	12	13	14	14
HIGHLY MOBILE STUDENTS												
ADAMSON, JULIAN *	BAS	175	9/8	9/9	10/8	10	9	8	10	10	8	8
MCDONALD, CODY *	BAS	196	11/6	11/7	12/9	11	10	9	10	9	9	9
TULLY, JOSEPH	PRO	216	14/11	15/7	14/7	12	12	13	11	10	12	12
SCHOOL AVERAGE:												
		196	11/8	12/8	12/8	11	10	10	10	10	10	10
FREE AND/OR REDUCED LUNCH STUDENTS												
SCHOOL AVERAGE:												
		196	11/8	13/8	12/8	11	10	10	10	10	10	10
NON-ECONOMICALLY DISADVANTAGED STUDENTS												
SCHOOL AVERAGE:												
		205	12/9	10/9	13/10	12	11	13	14	12	12	12
NON-DISABLED STUDENTS												
SCHOOL AVERAGE:												
		217	12/10	13/9	14/9	12	11	12	12	11	11	11

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

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. Eight 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 2010 administration of the *Grade 11 Literacy Examination*. A sample is provided on the following 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 sub-groups:

- All Students
- Gender
- Ethnicity
- Gender/Ethnicity
- Migrant

Note: See pages 5–6 for a full description of all groups.

- 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 2010 *Grade 11 Literacy Examination*. The School and District Summary Reports are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



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

Date of Test: March 2010
Page 1

	Number & Percent of Students Below Basic (BEL) 168 and below				Number & Percent of Students Basic (BAS) 169-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent 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	8 7%	8 6%	293 13%	3,285 9%	26 23%	26 20%	667 30%	8,905 25%	46 41%	46 35%	849 38%	14,486 41%	32 29%	53 40%	423 19%	8,926 25%
Gender																
Female	5 10%	5 8%	112 10%	1,282 7%	11 21%	11 17%	333 30%	4,344 24%	21 40%	21 33%	449 40%	7,634 43%	15 29%	27 42%	220 20%	4,463 25%
Male	3 5%	3 4%	180 16%	1,975 11%	15 25%	15 22%	332 30%	4,540 26%	25 42%	25 36%	398 36%	6,833 38%	17 28%	26 38%	203 18%	4,439 25%
Ethnicity																
Hispanic	0 0%	0 0%	4 5%	247 10%	0 0%	0 0%	29 36%	860 34%	0 0%	0 0%	32 40%	1,047 41%	0 0%	0 0%	15 19%	363 15%
Asian	0 0%	0 0%	0 0%	29 5%	0 0%	0 0%	0 0%	93 17%	0 0%	0 0%	0 0%	201 37%	1 100%	2 100%	226 41%	0 0%
Native Hawaiian/ Pacific Islander	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
American Indian/ Alaskan Native	0 0%	0 0%	0 0%	17 6%	0 0%	0 0%	3 50%	70 26%	0 0%	0 0%	2 33%	121 45%	0 0%	0 0%	1 17%	63 23%
Black	7 12%	7 11%	224 20%	1,700 21%	18 31%	18 30%	413 37%	3,022 33%	24 41%	24 39%	353 32%	2,711 33%	9 16%	12 20%	108 10%	661 8%
White	1 2%	1 6%	65 6%	1,255 5%	8 15%	8 11%	221 21%	4,833 20%	22 42%	22 31%	462 44%	10,379 43%	22 42%	40 56%	297 28%	7,562 31%
Two or More Races	0 0%	0 0%	0 0%	28 48%	0 0%	0 0%	0 0%	15 26%	0 0%	0 0%	0 0%	10 17%	0 0%	0 0%	0 0%	5 9%
Not Indicated	0 0%	0 0%	0 0%	9 14%	0 0%	0 0%	1 100%	26 19%	0 0%	0 0%	0 0%	17 27%	0 0%	0 0%	0 0%	26 41%
Gender/Ethnicity - Female																
Hispanic	0 0%	0 0%	2 5%	97 8%	0 0%	0 0%	18 43%	401 33%	0 0%	0 0%	15 36%	547 44%	0 0%	0 0%	7 17%	188 15%
Asian	0 0%	0 0%	0 0%	15 6%	0 0%	0 0%	0 0%	43 17%	0 0%	0 0%	0 0%	89 35%	1 100%	1 100%	1 100%	104 41%
Native Hawaiian/ Pacific Islander	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
American Indian/ Alaskan Native	0 0%	0 0%	0 0%	6 4%	0 0%	0 0%	2 100%	37 26%	0 0%	0 0%	0 0%	65 46%	0 0%	0 0%	0 0%	34 24%
Black	5 19%	5 17%	91 16%	698 17%	9 33%	9 31%	219 38%	1,573 37%	10 37%	10 34%	206 35%	1,534 36%	3 11%	5 17%	67 11%	383 9%
White	0 0%	0 0%	19 4%	450 4%	2 8%	2 6%	94 19%	2,280 19%	11 46%	11 32%	228 47%	5,388 45%	11 46%	21 62%	145 30%	3,759 32%
Two or More Races	0 0%	0 0%	0 0%	14 43%	0 0%	0 0%	0 0%	8 19%	0 0%	0 0%	0 0%	5 16%	0 0%	0 0%	0 0%	5 16%
Not Indicated	0 0%	0 0%	0 0%	2 10%	0 0%	0 0%	2 10%	2 10%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	0 0%	10 50%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: GENERAL POPULATION

The General Population Report does **not** include students who were identified with an ESI code (IEP students), as Limited English Proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as receiving Free and/or Reduced Lunch are included in the General Population Report, unless they have also been identified with an ESI code, as Limited English Proficient, and/or as Highly Mobile. A sample is provided on the following 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 sub-groups:
 - All Students
 - Gender
 - Ethnicity
 - Gender/Ethnicity
 - Migrant

Note: See pages 5–6 for a full description of all groups.

- 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: 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.

SCHOOL SUMMARY REPORT: IEP STUDENTS

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. 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 following 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 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	Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech/Language Impairment
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.

- 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 for “Non-disabled” includes students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.

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. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, 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.

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

Date of Test: March 2010
Page 5



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

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **4**

ESL Categories	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
All IEP Students	1	1	69	2	2	54	1	1	13	0	0	0	0	0	2	78
	25%	25%	50%	50%	50%	39%	25%	25%	9%	0%	0%	0%	0%	0%	1%	3%
Autism	0	0	13	0	0	1	0	0	0	0	0	0	0	0	18	11
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25%
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mental Retardation	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Disabilities	0	0	17%	0	0	0	0	0	0	0	0	0	0	0	13	1
Orthopedic Impairment	0	0	24	1	1	7	100%	100%	23%	0	0	0	0	0	4	0
Other Health Impairment	0	0	160	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional Disturbance	0	0	73%	0	0	0	0	0	0	0	0	0	0	0	2%	0
Specific Learning Disability	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech/Language Impairment	0	0	50%	0	0	0	0	0	0	0	0	0	0	0	0	0
Traumatic Brain Injury	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-disabled	7	7	2,356	24	24	613	45	45	836	45	45	836	32	53	421	8,848
	14%	14%	30%	28%	28%	20%	14%	23%	21%	23%	21%	35%	35%	28%	28%	48%
Migrant	0	0	6	0	0	1	0	0	0	0	0	0	0	0	2	0
	0%	0%	60%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	20%	0%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the School Summary Report are for students who were identified 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 following 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 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. The following information is provided:

- 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 identified 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).

*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: 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 & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 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%	1 3%	189 14%	0 0%	24 60%	567 43%	0 0%	13 33%	455 35%	0 0%	2 5%	0 0%	0 0%	98 7%
Migrant	0 0%	0 0%	0 0%	14 14%	0 0%	2 40%	42 43%	0 0%	3 60%	36 37%	0 0%	0 0%	0 0%	0 0%	5 5%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS

The results in this section of the School Summary Report are for students who were identified as Monitored Former LEP. Monitored Former LEP students are included in the results for both the Combined Population Report and the General Population Report. A sample is provided on the following page.

The School Summary Report: Monitored Former LEP Students provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the *Grade 11 Literacy Examination*. The information listed on the School Summary Report: Monitored Former LEP Students can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels. The following information is provided:

- The information in the report is broken down into Monitored Former LEP–Year 1 and Monitored Former LEP–Year 2.
- 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 Monitored Former LEP students who were also identified 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).

*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: MONITORED FORMER 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 & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Monitored Former LEP—Year 1	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 7%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	16 39%
Monitored Former LEP—Year 2	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 11%	0 0%	0 0%	0 0%	0 0%	6 32%	0 0%	0 0%	0 0%	10 53%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	0 0%	2 67%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

The results in this section of the School Summary Report are for students who were identified as 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 following 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 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. The following information is provided:

- 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 identified 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).

*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: GIFTED AND TALENTED STUDENTS**

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **11**

	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Gifted and Talented	0 0%	0 0%	0 0%	0 0%	0 0%	14 5%	2 18%	2 9%	96 33%	1 0%	96 32%	1,494 32%	9 82%	20 91%	185 63%	3,016 64%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	1 33%	0 0%	0 0%	1 100%	2 67%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2009. 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 following 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 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. The following information is provided:

- 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 identified 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).

*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: 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: **5**

	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Highly Mobile	1 20%	1 20%	17 18%	2 40%	2 40%	47 50%	2 40%	2 40%	20 21%	2 40%	2 40%	10 11%	0 0%	0 0%	10 11%	200 11%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	10 50%	1 5%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

The results in this section of the School Summary Report are for students who were identified as receiving 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 following 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 are eligible to receive Free and/or Reduced Lunch performed on the *Grade 11 Literacy Examination*. 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 are eligible to receive Free and/or Reduced Lunch with the performance of students who are eligible to receive Free and/or Reduced Lunch at the district, region, and state levels. It can also be used to compare performance to students who are not eligible to receive Free and/or Reduced Lunch (non-economically disadvantaged). The following information is provided:

- The total number of students* who are eligible to 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 Students” includes only those students who were not identified as eligible to receive Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those Free and/or Reduced Lunch students who were also identified 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).

*First Year in a school in the U.S. LEP student scores are not included in this report.

SCHOOL PROFILE

The School Profile 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, and each district will receive one copy of the School Profile. The School Profile is a four-page booklet providing an overview of the school's results for the March 2010 *Grade 11 Literacy Examination*. District- and state-level data are 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 33–36.

The following information is provided on the School Profile:

- District and school information (reflects what was coded on the School/Course Header Sheet)
- Overall Results (Combined Population)
 - The “Overall Results (Combined Population)” graphs are located on page 1 of the School Profile.
 - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the total percent of students who scored at the proficient and advanced performance levels at the school, district, region, and state 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.
 - The first column in the 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.
 - 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 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 (CONTINUED)

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

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



SCHOOL PROFILE

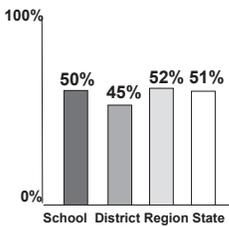
District: **Arkansas School District (99-99)**
 School: **Arkansas School (99-99-999)**
 Test Date: **March 2010**

GRADE 11 LITERACY EXAMINATION

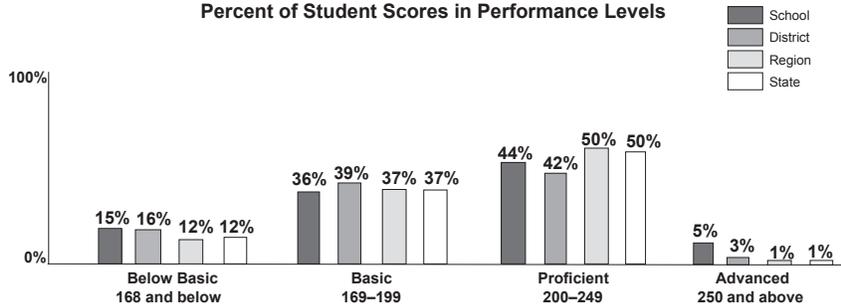
The *Grade 11 Literacy Examination* was administered in March to all grade 11 students. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Summary Reports, and Item-by-Item Reports).

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.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population ¹	25	15%	58	36%	72	44%	8	5%	196	195	198
Combined Population without Highly Mobile ²	25	16%	54	35%	71	46%	4	3%	196	196	199
General Population ³	1	1%	45	37%	71	59%	4	3%	206	206	204
Students with Disabilities	20	74%	7	26%	0	0%	0	0%	160	160	163
Non-disabled Students	5	4%	51	39%	72	55%	4	5%	203	202	203
Monitored Former LEP Students—Year 1	1	50%	1	50%	0	0%	0	0%	176	176	165
Monitored Former LEP Students—Year 2	1	100%	0	0%	0	0%	0	0%	159	159	155
Limited English Proficient Students	0	0%	1	50%	1	50%	0	0%	217	161	175
1st Year LEP Students	1	100%	0	0%	0	0%	0	0%	159	152	150
Economically Disadvantaged Students ⁴	23	20%	43	38%	45	40%	2	2%	192	191	189
Non-economically Disadvantaged Students	2	4%	15	33%	27	59%	2	4%	206	206	205
Migrant Students	0	0%	0	0%	0	0%	0	0%			179

Notes:

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

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

SCHOOL PROFILE—LITERACY

Results by Gender and Ethnicity

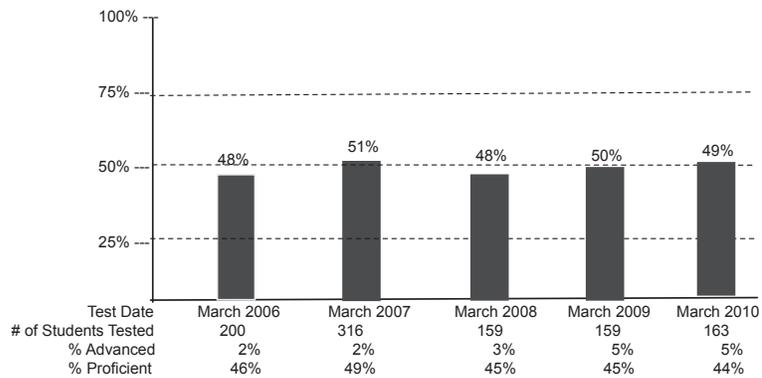
The following table shows the number and percent of students in your School at each performance level for the Gender and Ethnicity population groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	25	15%	58	36%	72	44%	8	5%	196	195	198
Gender											
Male	17	27%	19	30%	28	44%	0	0%	190	189	194
Female	8	8%	39	41%	44	46%	4	4%	200	199	203
Ethnicity											
Hispanic	4	19%	11	52%	6	29%	0	0%	185	185	187
Asian	0	0%	0	0%	1	100%	0	0%	207	199	202
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			
American Indian/Alaskan Native	1	100%	0	0%	0	0%	0	0%	150	171	198
Black	12	18%	43	43%	25	38%	0	0%	191	190	184
White	6	10%	13	22%	37	62%	4	7%	205	203	204
Two or More Races	2	29%	2	29%	3	43%	0	0%	185	185	187

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 percent scoring at the Proficient or Advanced performance levels on the *Grade 11 Literacy Examination* since March 2006.



SCHOOL PROFILE—LITERACY

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 for the Writing multiple-choice items.

Skills Areas	Number of Items	Average Number and Percent Correct					
		School		District		State	
Reading—Literary Passage	16	10.3	64%	10.4	65%	11.1	69%
Reading—Content Passage	16	10.3	64%	10.3	64%	10.9	68%
Reading—Practical Passage	16	10.6	66%	10.6	66%	11.0	69%
Writing—Multiple-Choice	16	11.1	69%	11.0	69%	11.2	70%

Performance on Open-Response Items

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

	Possible OR Points	Average Points Scored		
		School	District	State
Reading—Literary Passage A selection such as a short story, poem, or an excerpt from a novel or essay.	16	11.8	11.6	11.6
Reading—Content Passage A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	16	11.2	11.1	11.6
Reading—Practical Passage A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	16	9.0	8.8	9.6
	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2
Writing—Content Domain Reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	8 / 8	6.5 / 6.0	6.4 / 5.9	6.3 / 6.1
Writing—Style Domain 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	6.5 / 6.1	6.4 / 6.0	6.4 / 6.1
Writing—Sentence Formation Domain Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts.	8 / 8	7.0 / 7.0	6.9 / 6.9	7.1 / 7.1
Writing—Usage Domain Reflects the writer's ability to follow the convention of standard written usage, including proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	8 / 8	6.8 / 6.9	6.8 / 6.8	7.0 / 7.1
Writing—Mechanics Domain Demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	8 / 8	7.1 / 7.1	7.1 / 7.1	7.2 / 7.3

SCHOOL PROFILE—LITERACY

Performance Level Descriptors

Performance Level	Score Range	Descriptor
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 and making connections 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

The School Item-by-Item Selections of Correct Answers 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 the following pages.

Each school and each district will receive one copy of the School Item-by-Item Selections of Correct Answers. The Arkansas Department of Education will also receive one copy of this report. The School Item-by-Item Selections of Correct Answers provides the results for each reading item (multiple-choice and open-response) and each writing item (multiple-choice and essay). Fifty percent (50%) of the items in the 2010 *Grade 11 Literacy Examination* are contained in the Released Item Booklet. The first page of the School Item-by-Item Selections of Correct Answers contains information about the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers 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:

- The number of students* in the school for the reported group is provided under the school information.
- Released Items
 - Data for released items are located on page 1 of the School Item-by-Item Selections of Correct Answers. Reading data are provided first, followed by data for writing.
 - 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.
 - 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 and essay 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 or essay 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.

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS (CONTINUED)

- Items Not Released
 - Data for items not released are located on page 2 of the School Item-by-Item Selections of Correct Answers. Reading data are provided first, followed by data for writing.
 - The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
 - The second column (Item Type) describes the item type: multiple-choice (MC), open-response (OR), or essay.
 - The third column (SLE) provides an abbreviation for the strand, content standard, and student learning expectation associated with each non-released item.
 - 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 and essay 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 or essay item at the school level to district- and state-level results.

NOTE: Each district and the Arkansas Department of Education will also receive one copy of the District Item-by-Item Selections of Correct Answers. The District Item-by-Item Selections of Correct Answers provides individual item results for the March 2010 *Grade 11 Literacy Examination* at the district and state levels. The School and District Item-by-Item Selections of Correct Answers are set up identically to one another except that the district report does not include school data.

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



**GRADE 11 LITERACY EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
COMBINED POPULATION
DATE OF TEST: MARCH 2010**

Page 1

LITERACY TEST ITEMS

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

Total Number of Students Tested: **38**

RELEASED ITEMS

READING

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	School %	Number and Percent Selecting the Correct Answer			
						District #	District %	State #	State %
1 (Session R1)	1	MC	A	14	36.8%	14	36.8%	14,217	42.9%
2 (Session R1)	2	MC	A	20	52.6%	20	52.6%	23,370	71.8%
3 (Session R1)	3	MC	C	20	52.6%	20	52.6%	22,164	66.9%
4 (Session R1)	4	MC	B	28	73.7%	28	73.7%	25,555	77.2%
5 (Session R1)	5	MC	B	31	81.6%	31	81.6%	20,829	62.9%
6 (Session R1)	6	MC	A	28	73.7%	28	73.7%	16,627	50.2%
7 (Session R1)	7	MC	C	27	71.1%	27	71.1%	16,455	49.3%
8 (Session R1)	8	MC	D	26	68.4%	26	68.4%	19,499	58.9%
17 (Session R3)	9	MC	C	12	31.6%	12	31.6%	12,093	38.6%
18 (Session R3)	10	MC	A	20	52.6%	20	52.6%	14,333	43.3%
19 (Session R3)	11	MC	D	9	23.7%	9	23.7%	14,630	44.2%
20 (Session R3)	12	MC	B	36	94.7%	36	94.7%	22,326	68.6%
21 (Session R3)	13	MC	B	16	42.1%	16	42.1%	16,451	49.9%
22 (Session R3)	14	MC	D	27	71.1%	27	71.1%	23,888	72.1%
23 (Session R3)	15	MC	D	26	68.4%	26	68.4%	21,028	68.2%
24 (Session R3)	16	MC	A	23	60.5%	23	60.5%	20,814	62.8%
45 (Session R7)	17	MC	C	35	92.1%	35	92.1%	20,324	83.7%
46 (Session R7)	18	MC	A	20	52.6%	20	52.6%	14,333	43.3%
47 (Session R7)	19	MC	D	35	92.1%	35	92.1%	23,894	72.1%
48 (Session R7)	20	MC	B	33	86.8%	33	86.8%	20,270	61.2%
49 (Session R7)	21	MC	D	20	52.6%	20	52.6%	20,963	63.3%
50 (Session R7)	22	MC	B	33	86.8%	33	86.8%	27,714	83.7%
51 (Session R7)	23	MC	C	32	84.2%	32	84.2%	19,454	58.7%
52 (Session R7)	24	MC	B	25	65.8%	25	65.8%	20,592	62.2%

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
A (Session R1)	A	OR	Rubric	10.5	1.05	12.5
C (Session R3)	B	OR	Rubric	13.2	10.5	12.5
E (Session R7)	C	OR	Rubric	10.5	10.5	11.2

WRITING

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	School %	Number and Percent Selecting the Correct Answer			
						District #	District %	State #	State %
33 (Session W6)	1	MC	A	14	36.8%	14	36.8%	14,217	42.9%
34 (Session W6)	2	MC	A	20	52.6%	20	52.6%	23,370	71.8%
35 (Session W6)	3	MC	C	20	52.6%	20	52.6%	22,164	66.9%
36 (Session W6)	4	MC	B	28	73.7%	28	73.7%	25,555	77.2%
61 (Session W10)	5	MC	B	31	81.6%	31	81.6%	20,829	62.9%
37 (Session W6)	6	MC	A	28	73.7%	28	73.7%	16,627	50.2%
39 (Session W6)	7	MC	C	27	71.1%	27	71.1%	16,455	49.3%
38 (Session W6)	8	MC	D	26	68.4%	26	68.4%	19,499	58.9%

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Average Score of All Students (based on a maximum of 40 points per essay)		
				School	District	State
WP (Session W5)	01	Essay	Rubric	13.8	10.5	12.5

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

2010 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



**GRADE 11 LITERACY EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
COMBINED POPULATION
DATE OF TEST: MARCH 2010**

Page 2

LITERACY TEST ITEMS

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

Total Number of Students Tested: **38**

ITEMS NOT RELEASED

READING

	Item Type	SLE*	Number and Percent Selecting the Correct Answer					
			School #	School %	District #	District %	State #	State %
1	MC	R.9.7	14	36.8%	14	36.8%	14,217	42.9%
2	MC	R.9.11	20	52.6%	20	52.6%	23,370	71.8%
3	MC	R.10.15	20	52.6%	20	52.6%	22,164	66.9%
4	MC	R.10.8	28	73.7%	28	73.1%	25,555	77.2%
5	MC	R.11.4	31	81.6%	31	81.6%	20,829	62.9%
6	MC	R.9.13	28	73.7%	28	73.1%	16,627	50.2%
7	MC	R.10.1	27	71.1%	27	71.1%	16,455	49.3%
8	MC	R.9.7	26	68.4%	26	68.4%	19,499	58.9%
9	MC	R.9.11	12	31.6%	12	31.6%	12,093	38.6%
10	MC	R.10.15	20	52.6%	20	52.6%	14,333	43.3%
11	MC	R.10.8	9	23.7%	9	23.7%	14,630	44.2%
12	MC	R.11.4	36	94.7%	36	94.7%	22,326	68.6%
13	MC	R.9.13	16	42.1%	16	42.1%	16,451	49.9%
14	MC	R.10.1	27	71.1%	27	71.1%	23,888	72.1%
15	MC	R.9.7	26	68.4%	26	68.4%	21,028	68.2%
16	MC	R.9.11	23	60.5%	23	60.5%	20,814	62.8%
17	MC	R.10.15	35	92.1%	35	92.1%	20,324	83.7%
18	MC	R.10.8	20	52.6%	20	52.6%	14,333	43.3%
19	MC	R.11.4	35	92.1%	35	92.1%	23,894	72.1%
20	MC	R.9.13	33	86.8%	33	86.8%	20,270	61.2%
21	MC	R.10.1	20	52.6%	20	52.6%	14,333	43.3%
22	MC	R.9.11	35	92.1%	35	92.1%	23,894	72.1%
23	MC	R.10.15	33	86.8%	33	86.8%	20,270	61.2%
24	MC	R.11.3	20	52.6%	20	52.6%	20,963	63.3%

	Item Type	SLE*	Average Score of All Students		
			School	District	State
1	OR	R.9.11	10.5	10.5	12.5
2	OR	R.10.15	13.2	10.5	12.5
3	OR	R.10.8	10.5	10.5	12.5
4	OR	R.9.13	13.2	10.5	12.5
5	OR	R.10.1	10.5	10.5	12.5
6	OR	R.10.1	10.4	10.5	12.5

WRITING

	Item Type	SLE*	Number and Percent Selecting the Correct Answer					
			School #	School %	District #	District %	State #	State %
1	MC	W.4.15	14	36.8%	14	36.8%	14,217	42.9%
2	MC	W.5.9	20	52.6%	20	52.6%	23,370	71.8%
3	MC	W.6.5	20	52.6%	20	52.6%	22,164	66.9%
4	MC	W.7.10	27	71.1%	27	71.1%	16,455	49.3%
5	MC	W.5.8	26	68.4%	26	68.4%	19,499	58.9%

	Item Type	Average Score of All Students (based on a maximum of 40 points per essay)		
		School	District	State
1	Essay	10.5	10.5	12.5

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

* SLE (Student Learning Expectation) is expressed as "S.CS.SLE", where
S = Strand
CS = Content Standard
SLE = Student Learning Expectation

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PERFORMANCE LEVELS FOR THE 2010 *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

Students fail to 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

QAI-06508 LRIG AR1008

