

Student EOG Report HAWAII

Student Name: Jane Doe
School: Aloha Elementary School
Complex Area: Ewa
Test Date: 2011-2012

FAMILY Report

Dear Doe Family:

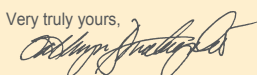
Last year, Jane took the Online Hawai'i State Reading and Mathematics Assessments, which measure how well she did on the Hawai'i Content and Performance Standards (HCPS III) for these subjects. These standards describe what Jane learned about reading and mathematics in the previous school year.

Students are permitted to take each assessment up to three times during the school year. This report shows Jane's best performance on the assessments for each subject, which counts as her official score for that subject.

In addition to showing how well Jane did on the assessments, this report compares her scores with those of other students in her school, her complex area, and the state. It explains the different areas of the Reading and Mathematics Assessments. Also, the report shows whether Jane reached proficiency in these areas and suggests how you can help her improve her reading and mathematics skills.

The report also includes Jane's Lexile[®] measure that indicates her current reading ability based on the Reading Assessment. The Lexile[®] measure can help you select appropriate reading materials for your child to read at home and also monitor her progress as she works to become a better reader over time. More information about Lexile[®] measure can be found on page 4 of this report.

For additional information, I encourage you to talk to Jane's teacher about this report, what it means, and how you can help.

Very truly yours,


Kathryn S. Matayoshi
 Superintendent of Education

Reading & Mathematics Assessment Results

What is in this report?

- Jane's scores on the Reading and Mathematics Assessments
- Jane's Lexile[®] measure
- How Jane's scores compare
- The areas that make up the Reading and Mathematics Assessments
- Whether Jane reached proficiency in the different areas of each subject
- How you can help Jane improve her Reading and Mathematics skills

For more information
 about this test, go to
www.alohahsa.org

Photograph: Lignum Vitae
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page 1

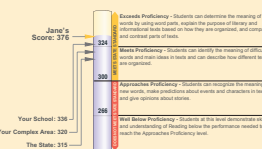
FAMILY Report

Jane's Reading Score

376

Jane's Score: 376

Your School: 338
 Your Complex Area: 325
 Your State: 315



How does this compare?
 Jane's Reading score is 376. This score is higher than the average score of third graders in her school, higher than that of third graders in her complex area, and higher than that of third graders statewide.

Has Jane Reached Proficiency in the Different Areas of Reading?

Conventions and Skills	Reading Comprehension	Literary Response and Analysis	Next Steps
Yes The score is at or above the Meets Proficiency range. Students may recognize sounds and letters, read third-grade-level vocabulary, and find the meaning of new words. They may be able to read different types of grade 3 texts.	Yes The score is at or above the Meets Proficiency range. Students in this range understand most of what they read. Students understand main ideas and events and can identify problems and solutions. They can also identify problems and solutions.	Yes The score is at or above the Meets Proficiency range. Students in this range understand literary texts by giving opinions, comparing characters and events, and analyzing the author's purpose for using figurative language.	For example, read out loud to your child, especially books that are too difficult for her to read on her own. Discuss new vocabulary words and what the words mean (e.g., "What is a dog doing if it barks?" and allowing that words have different parts and saying = sing = ngs).
Exceeds Proficiency Students can determine the meaning of unfamiliar text based on how they are organized, and compare and contrast parts of texts.	Exceeds Proficiency Students can identify the meaning of different words and main ideas in texts and can describe how different texts are organized.	Exceeds Proficiency Students can compare the meaning of characters, events, and relationships in texts.	For example, have your child read a story. Compare different articles. Encourage her to guess the end of the text (e.g., "Why did some events might take place and what the author's purpose or goal might be).
Meets Proficiency Students use fluently the meaning of different words and main ideas in texts and can describe how different texts are organized.	Meets Proficiency Students can identify the meaning of different words and main ideas in texts and can describe how different texts are organized.	Meets Proficiency Students can compare the meaning of characters, events, and relationships in texts.	For example, have your child read a story. Compare different articles. Encourage her to guess the end of the text (e.g., "Why did some events might take place and what the author's purpose or goal might be).
Near Meets Proficiency Students can recognize the meaning of different words and main ideas in texts and can describe how different texts are organized.	Near Meets Proficiency Students can identify the meaning of different words and main ideas in texts and can describe how different texts are organized.	Near Meets Proficiency Students can compare the meaning of characters, events, and relationships in texts.	For example, have your child read a story. Compare different articles. Encourage her to guess the end of the text (e.g., "Why did some events might take place and what the author's purpose or goal might be).
Below Meets Proficiency Students do not demonstrate skill and understanding of Reading based on the performance needed to reach the Approaches Proficiency level.	Below Meets Proficiency Students do not demonstrate skill and understanding of Reading based on the performance needed to reach the Approaches Proficiency level.	Below Meets Proficiency Students do not demonstrate skill and understanding of Reading based on the performance needed to reach the Approaches Proficiency level.	For example, have your child read a story. Compare different articles. Encourage her to guess the end of the text (e.g., "Why did some events might take place and what the author's purpose or goal might be).

page 2

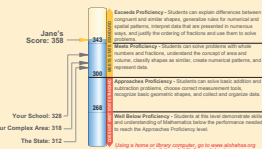
Reading and Mathematics Assessment Results

Jane's Mathematics Score

358

Jane's Score: 358

Your School: 338
 Your Complex Area: 315
 Your State: 312



How does this compare?
 Jane's Mathematics score is 358. This score is higher than the average score of third graders in her school, higher than that of third graders in her complex area, and higher than that of third graders statewide.

Has Jane Reached Proficiency in the Different Areas of Mathematics?

Numbers and Operations	Measurement	Geometry and Spatial Sense	Patterns, Functions, and Algebra	Data Analysis, Statistics, and Probability	Next Steps
Yes The score is at or above the Meets Proficiency range. Students in this range understand most of what they read. Students understand main ideas and events and can identify problems and solutions. They can also identify problems and solutions.	Yes The score is at or above the Meets Proficiency range. Students in this range understand literary texts by giving opinions, comparing characters and events, and analyzing the author's purpose for using figurative language.	Yes The score is at or above the Meets Proficiency range. Students in this range understand most of what they read. Students understand main ideas and events and can identify problems and solutions. They can also identify problems and solutions.	Yes The score is at or above the Meets Proficiency range. Students in this range understand literary texts by giving opinions, comparing characters and events, and analyzing the author's purpose for using figurative language.	Yes The score is at or above the Meets Proficiency range. Students in this range understand literary texts by giving opinions, comparing characters and events, and analyzing the author's purpose for using figurative language.	For example, have your child estimate and check how many cups and quarts are in a pitcher and how many cups, quarts, and pints are in the refrigerator door.
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page 3

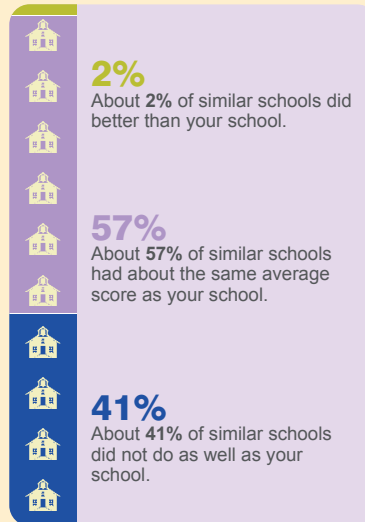
Similar Schools

This chart shows how third-grade students in Jane's school did compared with third-grade students in other schools when tested on concepts and skills that were taught to these third-grade students last year. School similarity is assessed by three criteria: percentage of (1) disadvantaged students, (2) English language learners, and (3) students with disabilities.

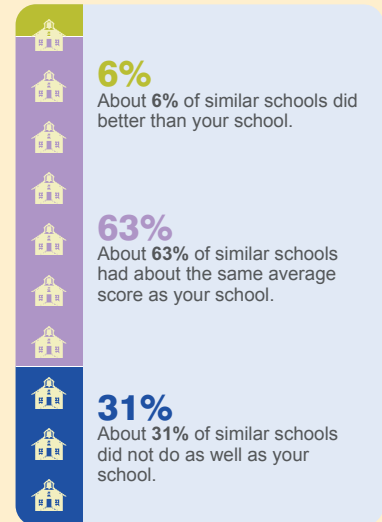
The schools that were compared with your school were chosen because their third-grade students had backgrounds most similar to third-grade students in your school. Aloha Elementary School teaches few disadvantaged students.

Students come from many different environments. These differences do not necessarily affect student performance. Many issues contribute to student performance, such as administration and oversight, curriculum and content, teaching and testing, professional development, instructional materials, parent and community support, and funding. You may want to contact your parent community networking coordinator to inquire about parent workshops that support the school's ongoing effort to improve student performance.

Reading



Mathematics



Lexile® Measure

Reading Lexile® Measure

The Lexile Framework for Reading is a scientific approach to measuring readers and reading materials. A key component of the Lexile Framework is a number called the Lexile measure. A Lexile measure is a standard score that matches a student's reading ability with the difficulty of textual material. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort while still being challenged.

Both a Lexile text measure and a Lexile reader measure are indicated using a simple number followed by an "L" (e.g., 850L) and are placed on the Lexile scale. The Lexile scale ranges from below 200L for beginner-level readers and text to above 1700L for advanced-level readers and text. A reader's recommended Lexile range is 50L above and 100L below his or her Lexile measure. This is the range between the easiest kind of reading materials for a student and the most difficult level at which he or she should be able to read.

Jane's

Lexile® Measure

985L

The Online Hawai'i State Reading Assessment is linked to the Lexile Framework to provide educators and parents with an additional indicator of a student's reading ability. A student must take the Reading Assessment and receive a score in order to have a Lexile measure. Because the Lexile measure is a measure of textual difficulty, it does not take into account age appropriateness, student interest, or the content of the text.

For more information on interpreting Lexile® measure, please go to: <http://www.alohahsa.org/students.html>

