



# The Guide to Your Parent Report for English Language Arts

THE NEW YORK STATE EDUCATION DEPARTMENT

This guide will help you understand the scores on your child's report and the recommendations for your child.

## 1 Letter from the Commissioner of Education

Dear Parent/Guardian,

Beginning in 2005–06, students in grades 3 through 8 must take part in the annual New York State Testing Program (NYSTP) for English language arts (ELA) and mathematics. These tests are required by No Child Left Behind (NCLB) and are used by schools as a measure of student progress in meeting NYS Learning Standards in English language arts and mathematics.

This report explains your child's scores and lists resources available to you to support your child's education. We encourage you to refer to this report when talking with teachers and other education providers. A strong partnership between parents and teachers is critically important to your child's success. Use this report, along with the rich collection of work your child has produced, to help you and your child's teacher improve your child's achievement.

## 2 Your child's information

Here you will find: your child's name, subject and test date, assessment grade, and school name.

## 3 Reminders

This area reminds you to use your child's report to talk to your child's teacher about your child's strength and needs. Visit our website at [www.NYSParents.com](http://www.NYSParents.com) for more information in English and Spanish.

## Your Child's Score and Performance Level

4 The bar shows how your child did on the test. The arrow points to the minimum score for meeting standards.

5 Your child's scale score and performance level is shown here in bold. (If your child did not take the ELA test, there is no information provided here.)

The first paragraph provides information on what services the school offers based on your child's score. Discuss the school's plan for these services with your child's teacher.

6 **Level 1, Not Meeting Learning Standards**—Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at this grade level.

**Level 2, Partially Meeting Learning Standards**—Student performance demonstrates a partial understanding of the ELA knowledge and skills expected at this grade level.

**Level 3, Meeting Learning Standards**—Student performance demonstrates an understanding of the ELA knowledge and skills expected at this grade level.

**Level 4, Meeting Learning Standards with Distinction**—Student performance demonstrates a thorough understanding of the ELA knowledge and skills expected at this grade level.

**NEW YORK STATE EDUCATION DEPARTMENT**

**2** New York State Testing Program (NYSTP) for Child's March 2006 English Language Arts Results

For the parent or guardian of:

**JOE A. STUDENT**  
Student ID: **8642228**  
Assessment Grade: **4**  
School: **SANDY VALLEY**  
District: **GRAND UNIFIED SCHOOL DISTRICT**

### Parent Report

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**3** This report explains your child's scores and lists resources available to you to support your child's education. We encourage you to refer to this report when talking with teachers and other education providers. A strong partnership between parents and teachers is critically important to your child's success. Use this report, along with the rich collection of work your child has produced, to help you and your child's teacher improve your child's achievement.

*Richard F. Mills*  
Richard F. Mills  
Commissioner of Education

### Your Child's Score and Performance Level

**4** English Language Arts

Level	Score Range
Level 4	692–800
Level 3	650–691
Level 2	603–649
Level 1	452–602

Minimum for meeting standards: **650**

**5** Your child's scale score: **642**  
Your child's performance level: **2**

Your child demonstrated the knowledge and skills required by the ELA Learning Standards. Your child's scale score is an estimate of achievement based on one test. Discuss with the teacher how these test results compare with your child's classroom performance on similar tasks.

**6** **Level 1, Not Meeting Learning Standards** Student performance does not demonstrate an understanding of the ELA content expected at this grade level.

**Level 2, Partially Meeting Learning Standards** Student performance demonstrates a partial understanding of the ELA content expected at this grade level.

**Level 3, Meeting Learning Standards** Student performance demonstrates an understanding of the ELA content expected at this grade level.

**Level 4, Meeting Learning Standards with Distinction** Student performance demonstrates a thorough understanding of the ELA content expected at this grade level.

**7 How did your child do in each ELA topic?**

About English language arts standards and your child’s results:

The information below is based on the New York State Learning Standards. These standards describe what your child should know and be able to do at this grade level. Your child’s performance on each ELA standard is presented below as a Standard Performance Index (SPI). The SPI estimates the number of questions your child would answer correctly if there were 100 items per standard. Your child’s performance on each standard is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the standard. The target ranges vary across standards because some standards may contain more difficult items than others.

**8 SPI Target Range Names**

Above the Target Range  
 Within the Target Range  
 Below the Target Range

**Above the Target Range**  
**Within the Target Range**  
**Below the Target Range**

**9 Tested Standard**

**Language for Information and Understanding**—Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Language for Literary Response and Expression**—Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Language for Critical Analysis and Evaluation**—Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**More about the ELA score for JOE A. STUDENT**

Student ID: 967432108  
 Assessment Grade: 4  
 School: SANDY VALLEY

**7** **Child's Performance on This Test: Level 2, Partially Meeting Learning Standards**  
 Not English language arts standards and your child's results:  
 The information below is based on the New York State Learning Standards. These standards describe what your child should know and be able to do at this grade level. Your child's performance on each ELA standard is presented below as a Standard Performance Index (SPI). The SPI estimates the number of questions your child would answer correctly if there were 100 items per standard.

Your child's performance on each standard is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the standard. The target ranges vary across standards because some standards may contain more difficult items than others.

Standard	Your child's SPI	SPI Target Range	Your child's SPI is:
<b>9</b> <b>Language for Information and Understanding</b> Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.	70	66-89	Within the Target Range
<b>9</b> <b>Language for Literary Response and Expression</b> Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.	65	69-75	Within the Target Range
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**10** **What's Next?**  
 To meet New York State Learning Standards, students need to perform at Level 3 or above. Your child's performance on this test is: **Level 3, Meeting Learning Standards.**

**11** **Discuss your child's test performance with the teacher.**  
 To get a complete and accurate picture of your child's strengths and needs, review classroom work, other test results, and progress reports with your child's teacher.

**Build an action plan to challenge your child.**  
 Talk with your child and your child's teacher about how to improve school performance. Take into account your child's strengths and needs as well as his or her interests and afterschool activities.

Visit [www.NYSParents.com](http://www.NYSParents.com) to find:  
 • Learning activities at home  
 • Tips for communicating with your child's teacher  
 • Information on the NYS ELA Learning Standards and the testing program.  
 Use these tools to help your child learn and improve.

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**10 USING DATA THOUGHTFULLY**

Results by standard should be used as a starting point to help you understand your child’s performance in English language arts. The scale score and performance level are better indicators than SPIs of your child’s performance on the New York State Learning Standards for ELA.

**11 What’s Next?**

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- Discuss your child’s test performance with the teacher.
- Build an action plan.
- Visit [www.NYSParents.com](http://www.NYSParents.com).

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<b>Language for Literary Response and Expression</b> Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.	65	69-75	Within the Target Range
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