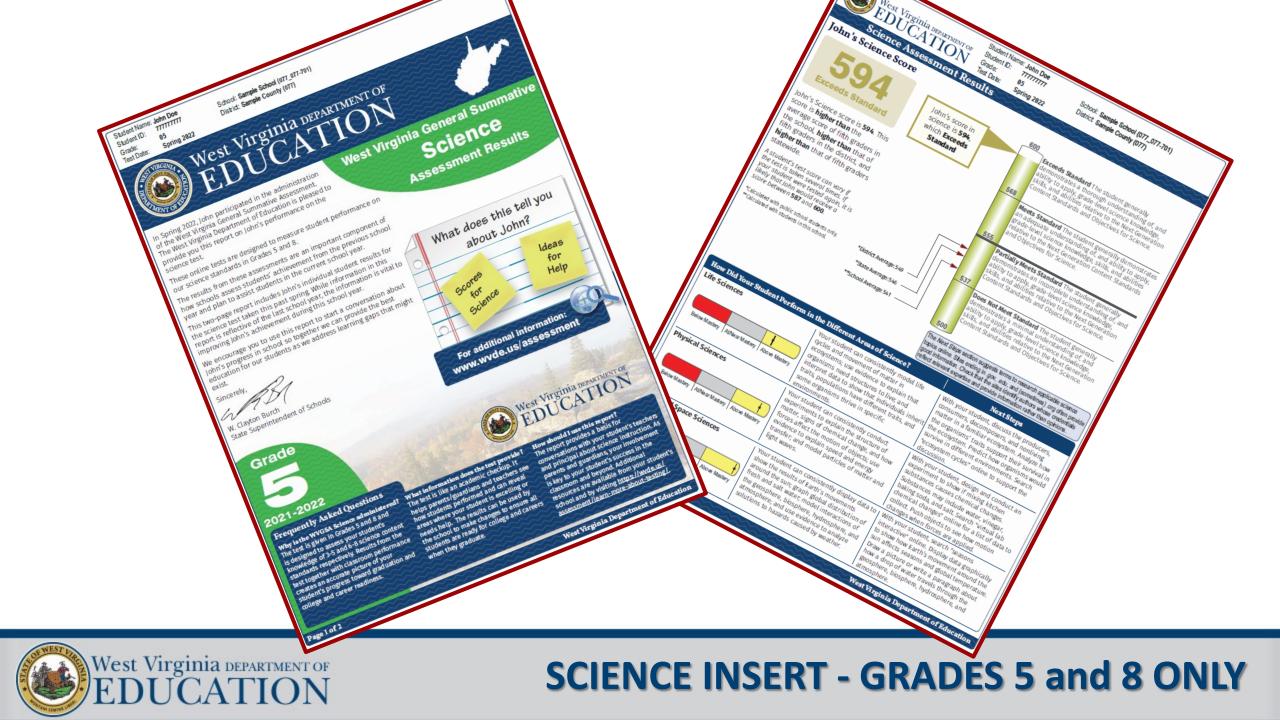


West Virginia General Summative Assessment Score Report

2022





What is the West Virginia General Summative Assessment?

The West Virginia General Summative Assessment (WVGSA) is a standardized test designed to provide a snapshot of student progress toward college- and career-readiness in the tested content areas. The WVGSA tests students in Grades 3-8 in English language arts and mathematics. It also tests students in Grades 5 and 8 in science.





Who takes the West Virginia General Summative Assessment?

The WVGSA is taken by students in Grades 3-8.





When is the West Virginia General Summative Assessment administered?

The WVGSA is administered annually in the spring of the school year and results are shared with parents in the fall of the next school year.





How much time does the West Virginia General Summative Assessment take?

The WVGSA takes about 4.5 hours to administer. The times vary as the test is untimed and students may take more or less time to finish.





How are the results from the West Virginia General Summative Assessment used?

The results from the WVGSA are used for long-range planning and for state accountability.

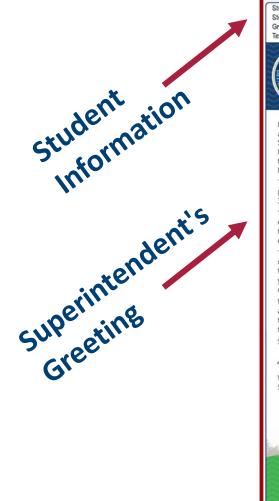


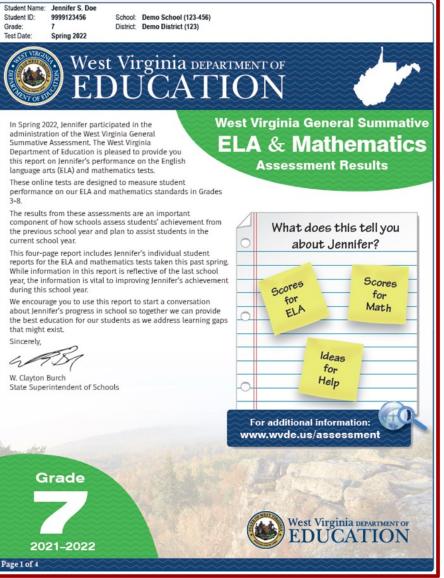




West Virginia General Summative Assessment Score Report

Page 1





Page 1 of this report gives Student Information and a greeting from the state superintendent of schools.





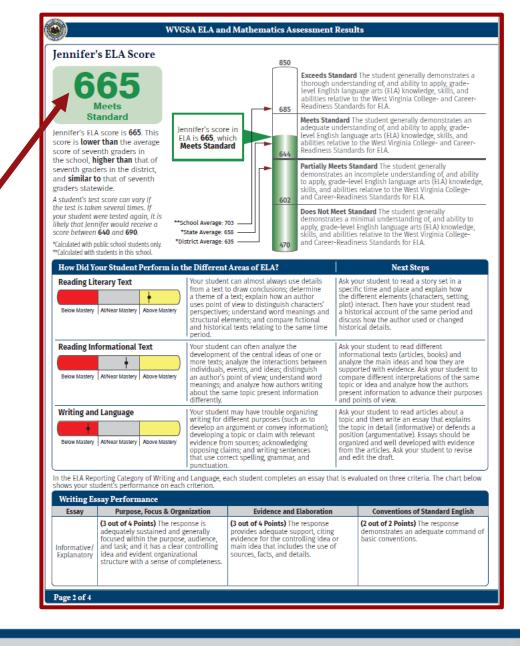


West Virginia General Summative Assessment Score Report

Page 2 – ELA Scores

You will find:

• Your student's ELA score and achievement level



West Virginia DEPARTMENT OF EDUCATION

You will find:

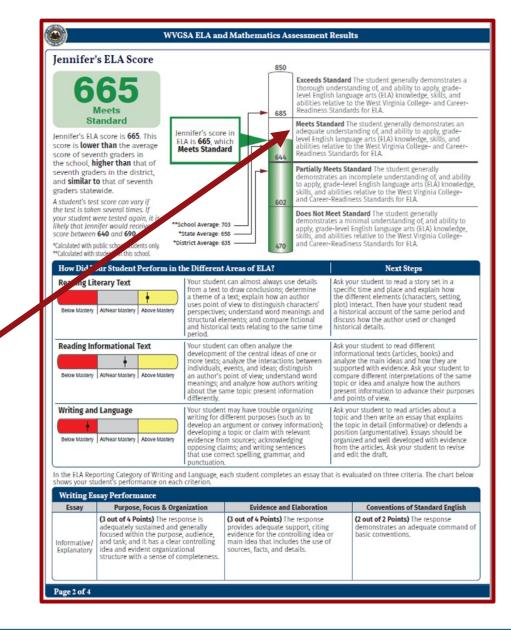
- Your student's ELA score and achievement level
- Which students are included in state, district and school averages

	WVGSA ELA a	nd Mathematics A	ssessment	Results
ennifer's ELA Sco	re	850		
665 Meets		685	thorough u level Englis abilities rel	andard The student generally demonstrates a nderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- Standards for ELA.
Standard ennifer's ELA score is 665. 1 core is lower than the aver core of seventh graders in he school, higher than that	Meets Stan	which	adequate u level Englis abilities rela	dard The student generally demonstrates an inderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- standards for ELA.
ne school, ingher than than seventh graders in the distr and similar to that of seven graders statewide. A student's test score can vary	ict, th	602	demonstrat to apply, gra skills, and a	eets Standard The student generally tes an incomplete understanding of, and ability ade-level English language arts (ELA) knowledge abilities relative to the West Virginia College- Readiness Standards for ELA.
he test is taken several times, our student were tested again ikely that Jennifer would receiv core between 640 and 690. Calculated with public school student	if p, it is ve a **School Average *State Average s only. *District Average	658	demonstrat apply, grade skills, and a	leet Standard The student generally tes a minimal understanding of, and ability to e-level English language arts (ELA) knowledge, bilities relative to the West Virginia College- Readiness Standards for ELA.
*Calculated with students in this scho How Did Your Student Pe		nt Areas of FLA?		Next Steps
Reading Literary Text		ent can almost always u	and at a the	Ask your student to read a story set in a
Below Mastery At/Near Mastery At	bove Mastery uses poin perspectiv structural	of a text; explain how an t of view to distinguish of ves; understand word mo elements; and compare rical texts relating to the	haracters' eanings and fictional	the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.
Reading Informational Tex Below Mastery At/Near Mastery A	bove Mastery developm more text individual an author meanings	ent can often analyze th ent of the central ideas s; analyze the interaction s; events, and ideas; dis 's point of view; underst and analyze how autho same topic present info	of one or is between tinguish and word rs writing	Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the same topic or idea and analyze how the authors present information to advance their purposes and points of view.
Below Mastery Al/Near Mastery A	bove Mastery writing for develop a developin evidence opposing	r different purposes (such as to to to n argument or convey information); g a topic or claim with relevant pos from sources; acknowledging org claims; and writing sentences from orrect spelling, grammar, and and		Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.
n the ELA Reporting Category o hows your student's performa Writing Essay Performa	ince on each criterion.	, each student complete	s an essay tha	at is evaluated on three criteria. The chart below
	ocus & Organization	Evidence and	Elaboration	Conventions of Standard English
(3 out of 4 Poin adequately sus focused within and task; and it Explanatory	ts) The response is tained and generally the purpose, audience, thas a clear controlling nt organizational a sense of completeness	(3 out of 4 Points) Th provides adequate s evidence for the con main idea that inclu sources, facts, and d	ne response upport, citing trolling idea o des the use of	(2 out of 2 Points) The response demonstrates an adequate command o basic conventions.



You will find:

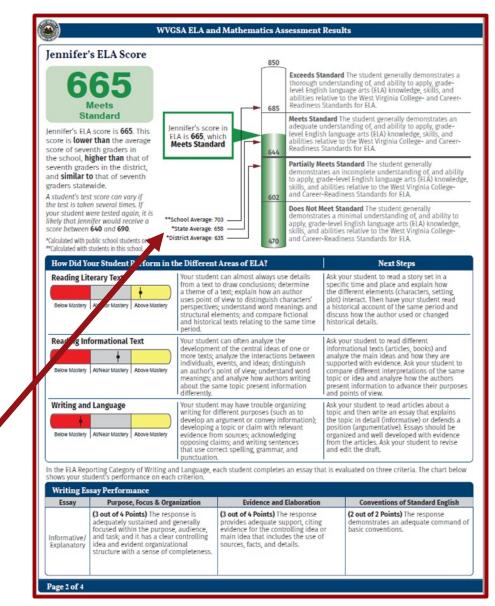
- Your student's ELA score and achievement level
- Which students are included in state, district and school averages
- Your student's achievement level description





You will find:

- Your student's ELA score and achievement level
- Which students are included in state, district and school averages
- Your student's achievement level description
- The average ELA scores for your student's grade at the school level, the district/county level, and the state level



West Virginia DEPARTMENT OF EDUCATION

You will find:

- Your student's performance in the different reporting categories for ELA.
 - Reading Literary Text

Jennifer'	s ELA Score		850		
	65 Meets		685	thorough u level Englis abilities rel	tandard The student generally demonstrates a inderstanding of, and ability to apply grade- sh language arts (ELA) knowledge, skills, and lative to the West Virginia College- and Career- Standards for ELA.
Jennifer's ELA score is lowe score of seve	r than the average nth graders in	nnifer's score LA is 665 , wh Aeets Standa	ich	adequate u level Englis abilities rel	Inderd The student generally demonstrates an understanding of, and ability to apply, grade- sh language arts (ELA) knowledge, skills, and lative to the West Virginia College- and Career- Standards for ELA
seventh grad and similar to graders state A student's tes	t score can vary if		602	demonstrat to apply, gr skills, and a	eets Standard The student generally tes an incomplete understanding of, and ability ade-level English language arts (ELA) knowledg abilities relative to the West Virginia College- -Readiness Standards for ELA.
the test is take your student w likely that Jenn score between *Calculated with p	n several times. If vere tested again, it is hifer would receive a 640 and 690.	chool Average: 7 State Average: 6 strict Average: 6	-03 56	demonstrat apply, grad skills, and a	Acet Standard The student generally tes a minimal understanding of, and ability to i-level English language arts (ELA) knowledge, abilities relative to the West Virginia College- Readiness Standards for ELA.
_	our Student Perform in t	he Different	Areas of ELA?		Next Steps
Below Mastery	At/Near Mastery Above Mastery	a theme of a uses point o perspectives structural el	o draw conclusions; de a text; explain how an a of view to distinguish ch s; understand word me ements; and compare f al texts relating to the s	uthor aracters' anings and ictional	specific time and place and explain how the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.
	formational Text	developmen more texts; a individuals, an author's meanings; a	t can often analyze the it of the central ideas o analyze the interactions events, and ideas; disti point of view; understa nd analyze how author sme topic present infor	f one or s between nguish nd word s writing	Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the same topic or idea and analyze how the authors present information to advance their purpose and points of view.
Writing and		Your student writing for d develop an a	t may have trouble org ifferent purposes (such argument or convey inf a topic or claim with re	ormation);	Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be
Below Mastery	At/Near Mastery Above Mastery	opposing cla	m sources; acknowledg aims; and writing sente rect spelling, grammar, L	nces	organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.
In the ELA Rep shows your stu	orting Category of Writing ar ident's performance on eacl	id Language, ea criterion.	ach student completes	an essay tha	at is evaluated on three criteria. The chart below
Writing Es	say Performance				
Essay	Purpose, Focus & Org		Evidence and		
Informative/ Explanatory	(3 out of 4 Points) The resp adequately sustained and focused within the purpose and task; and it has a clear idea and evident organizat structure with a sense of co	generally e, audience, controlling onal	(3 out of 4 Points) The provides adequate su evidence for the contu- main idea that includ sources, facts, and de	pport, citing colling idea c es the use of	or basic conventions.

West Virginia DEPARTMENT OF EDUCATION

You will find:

- Your student's performance in the different reporting categories for ELA.
 - Reading Literary Text
 - Reading Informational Text

Jennifer'	s ELA Score		850		
6	65 Meets		685	thorough u level Englis abilities rel	andard The student generally demonstrates a inderstanding of, and ability to apply, grade- ih language arts (ELA) knowledge, skills, and lative to the West Virginia College- and Career- Standards for ELA.
Jennifer's ELA score is lowe score of seve	r than the average N nth graders in	nnifer's scor A is 665 , wh leets Standa	e in ich	adequate u level Englis abilities rel	dard The student generally demonstrates an inderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- Standards for ELA
seventh grad and similar t graders state	igher than that of ers in the district, o that of seventh wide. t score can vary if		602	demonstrat to apply, gr skills, and a	eets Standard The student generally les an incomplete understanding of, and ability ade-level English language arts (ELA) knowledg abilities relative to the West Virginia College- Readiness Standards for ELA.
the test is take your student w likely that Jenr score between *Calculated with p	n several times. If vere tested again, it is ifer would receive a 640 and 690.	chool Average: 7 State Average: 6 strict Average: 6	03	demonstrat apply, grad skills, and a	teet Standard The student generally tes a minimal understanding of, and ability to e-level English language arts (ELA) knowledge, abilities relative to the West Virginia College- Readiness Standards for ELA.
How Did Yo	our Student Perform in t	he Different	Areas of ELA?		Next Steps
Reading Lit	AllNear Mastery Above Mastery	from a text t a theme of a uses point o perspectives structural el	t can almost always use to draw conclusions; det a text; explain how an au f view to distinguish ch s; understand word mea ements; and compare fi al texts relating to the s	ermine uthor aracters' nings and ctional	Ask your student to read a story set in a specific time and place and explain how the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.
	AtNear Mastery Above Mastery	Your student can often analyze the development of the central ideas of one or more texts; analyze the interactions between individuals; events; and ideas; distinguish an author's point of view; understand word meanings; and analyze how authors writing about the same topic present information			Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the same topic or idea and analyze how the authors present information to advance their purpose and points of view.
Writing and Below Mastery	AtNear Mastery Above Mastery	I differently. Your student may have trouble organizing writing for different purposes (such as to develop an argument or convey information); developing a topic or claim with relevant evidence from sources; acknowledging opposing claims; and writing sentences that use correct spelling, grammar, and punctuation.			Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.
In the ELA Rep	orting Category of Writing an Ident's performance on each	d Language, e	ach student completes a	an essay tha	at is evaluated on three criteria. The chart belo
Constant of the local division of the local	say Performance				
Essay	Purpose, Focus & Orga	nization	Evidence and E	laboration	Conventions of Standard English
Informative/ Explanatory	(3 out of 4 Points) The resp adequately sustained and g focused within the purpose and task; and it has a clear idea and evident organizati structure with a sense of co	enerally , audience, controlling onal	(3 out of 4 Points) The provides adequate sup evidence for the contri- main idea that include sources, facts, and det	oport, citing olling idea of is the use of	or basic conventions.



You will find:

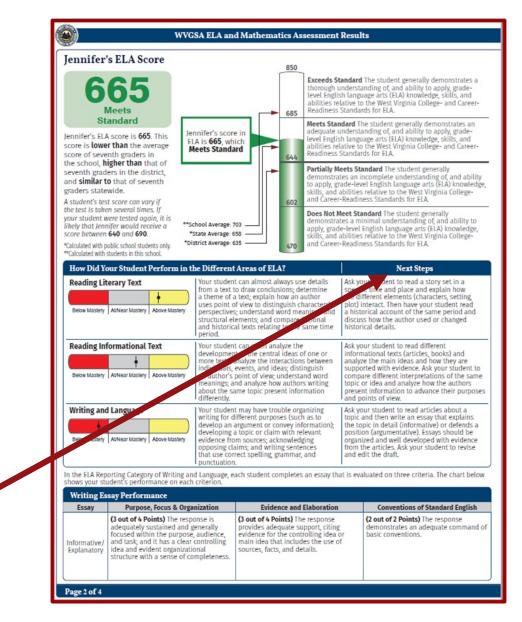
- Your student's performance in the different reporting categories for ELA .
 - Reading Literary Text
 - Reading Informational Text
 - Writing and Language

	WV	SSA ELA an	d Mathematics A	ssessment	Results
Jennifer'	s ELA Score		850		
6	65		685	thorough u level Englis abilities rel	andard The student generally demonstrates a inderstanding of, and ability to apply, grade- in language arts (ELA) knowledge, skills, and lative to the West Virginia College- and Career- Standards for ELA.
Jennifer's ELA score is lowe score of seve	r than the average nth graders in	ennifer's score LA is 665 , wh Meets Standa	e in ich	adequate u level Englis abilities rel	dard The student generally demonstrates an inderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- Standards for ELA.
seventh grad and similar t graders state	igher than that of ers in the district, o that of seventh wide. t score can vary if		602	demonstrat to apply, gr skills, and a	eets Standard The student generally tes an incomplete understanding of and abilit ade-level English language arts (ELA) knowled abilities relative to the West Virginia College- Readiness Standards for ELA
the test is take your student w likely that Jenn score between *Calculated with p	n several times. If vere tested again, it is lifer would receive a 640 and 690.	School Average: 7 *State Average: 6 vistrict Average: 6	-03	demonstrat apply, grad skills, and a	leet Standard The student generally tes a minimal understanding of, and ability to e-level English language artic (ELA) knowledge, abilities relative to the West Virginia College- Readiness Standards for ELA.
_	our Student Perform in t	the Different	Areas of ELA?		Next Steps
Reading Lit	AtiNear Mastery Above Mastery	from a text t a theme of a uses point o perspectives structural el	t can almost always u o draw conclusions; d a text; explain how an if view to distinguish (;; understand word m ements; and compare al texts relating to the	etermine author characters' eanings and fictional	Ask your student to read a story set in a specific time and place and explain how the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.
Reading Inf	ormational Text	developmen	t can often analyze th it of the central ideas	of one or	Ask your student to read different informational texts (articles, books) and
Below Mastery	AUNear Mastery Above Mastery	more texts analyze the interactions between individuals, events, and ideas distinguish an author's point of view, understand word meanings; and analyze how authors writing about the same topic present information differently.			analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the sam topic or idea and analyze how the authors present information to advance their purpos and points of view.
Writing and	AllNear Mastery Above Mastery	writing for d develop an a developing a evidence fro opposing cla	t may have trouble or ifferent purposes (su argument or convey ir a topic or claim with r m sources; acknowlec aims; and writing sent rect spelling, gramma	th as to formation); elevant lging ences	Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.
In the ELA Rep shows your stu	orting Category of Writing a Ident's performance on eac	nd Language, each criterion.	ach student complete	s an essay tha	at is evaluated on three criteria. The chart belo
Writing Es	say Performance				
Essay	Purpose, Focus & Org			Elaboration	Conventions of Standard English
Informative/ Explanatory	(3 out of 4 Points) The resp adequately sustained and focused within the purpos and task; and it has a clear idea and evident organizat structure with a sense of c	generally e, audience, r controlling ional	(3 out of 4 Points) TI provides adequate s evidence for the com main idea that inclu sources, facts, and d	upport, citing trolling idea o des the use of	or basic conventions.



You will find:

- Your student's performance in the different reporting categories for ELA
 - Reading Literary Text
 - Reading Informational Text
 - Writing and Language
- Suggested next steps for you and your student to complete at home for each of these reporting categories





You will find:

 Your student's performance in the three scoring components of the essay portion of the ELA assessment

Jennifer	's ELA Score		850		
	65 Meets			thorough un level English abilities rela	andard The student generally demonstrates a nderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- standards for ELA.
Jennifer's EL score is lowe score of seve	er than the average	nnifer's scor LA is 665 , wh Aeets Standa	e in lich	adequate un level English abilities rela	dard The student generally demonstrates an nderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- itandards for ELA
seventh grad and similar to graders state	igher than that of lers in the district, to that of seventh ewide. st score can vary if			demonstrate to apply, gra skills, and a	eets Standard The student generally es an incomplete understanding of, and ability ide-level English language arts (ELA) knowledge bilities relative to the West Virginia College- Readiness Standards for ELA.
your student v likely that Jeni score between *Calculated with p	640 and 690.	chool Average: 7 'State Average: 6 istrict Average: 6	558	demonstrate apply, grade skills, and a	eet Standard The student generally es a minimal understanding of, and ability to -level English language arts (ELA) knowledge, bilities relative to the West Virginia College- Readiness Standards for ELA.
	our Student Perform in t	he Different	Areas of ELA?		Next Steps
Below Mastery	AtNear Mastery Above Mastery	uses point of perspectives structural el	a text; explain how an au of view to distinguish cha s; understand word meai lements; and compare fir al texts relating to the sa	aracters' nings and ctional	the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.
	formational Text	developmen more texts; a individuals, an author's meanings; a	It can often analyze the th of the central ideas of analyze the interactions events, and ideas; distin point of view; understan and analyze how authors ame topic present inform	between guish d word writing	Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the same topic or idea and analyze how the authors present information to advance their purpose and points of view.
-	AllNear Mastery Above Mastery	writing for d develop an developing evidence fro opposing cli	It may have trouble orga lifferent purposes (such argument or convey info a topic or claim with rele om sources; acknowledgi aims; and writing senten rect spelling, grammar, a L	as to rmation); evant ng ces	Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.
shows your st	porting Category of Writing ar udent's performance on each ssay Performance	nd Language, e n criterion.	ach student completes a	an essay tha	t is evaluated on three criteria. The chart below
Essay	Purpose, Focus & Orga	anization	Evidence and E	laboration	Conventions of Standard English
Informative/	(3 out of 4 Points) The resp adequately sustained and focused within the purpose and task; and it has a clear idea and evident organizati	onse is generally , audience, controlling	(3 out of 4 Points) The provides adequate sup evidence for the contre main idea that include sources, facts, and deta	port, citing olling idea of s the use of	(2 out of 2 Points) The response demonstrates an adequate command (basic conventions.

West Virginia DEPARTMENT OF EDUCATION

You will find:

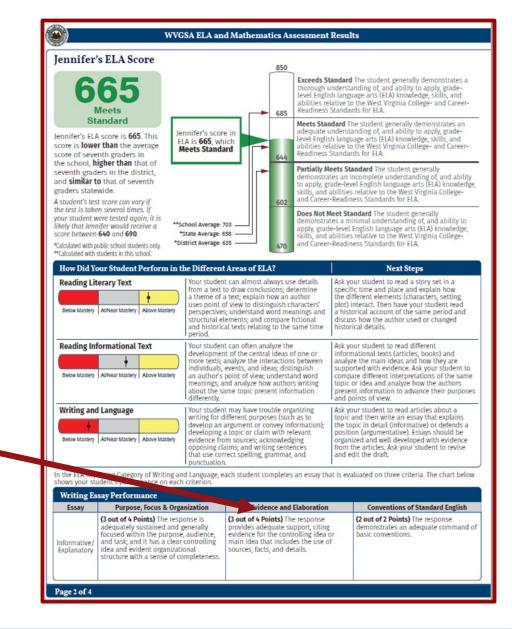
- Your student's performance in the three scoring criteria of the essay portion of the ELA assessment
 - Purpose, Focus, & Organization

Jennifer	0 22.100	U.C.		850	-		
	65 Aeets			685	thorough u level Englis abilities rel	nderstanding of, and h language arts (EL)	generally demonstrates a d ability to apply, grade- A) knowledge, skills, and ginia College- and Career-
Jennifer's ELA score is lowe score of seve	r than the av nth graders	verage N	nnifer's score A is 665 , whi leets Standa	ich	adequate u level Englis abilities rel	nderstanding of, an h language arts (ELA	enerally demonstrates an d ability to apply, grade- .) knowledge, skills, and ginia College- and Career-
the school, h seventh grad and similar t graders state A student's tes	ers in the dis 0 that of sev wide.	strict, enth		602	demonstrat to apply, gr skills, and a	ade-level English lar	nderstanding of and abilit nguage arts (ELA) knowled ne West Virginia College-
the test is take your student w likely that Jenr score between *Calculated with p	n several time rere tested ago ifer would rec 640 and 690. ublic school stud	es. If ain, it is reive a **so ents only. *Di	chool Average: 7 State Average: 6 strict Average: 6	03	demonstrat apply, grad skills, and a	e-level English langu	standing of, and ability to Jage arts (ELA) knowledge, he West Virginia College-
			he Different	Areas of ELA?		N	ext Steps
	At/Near Mastery		uses point o perspectives structural ele and historica period.	a text; explain how an of view to distinguish of s; understand word mo ements; and compare al texts relating to the t can often analyze th	haracters' eanings and fictional same time	plot) interact. Ther a historical account	ents (characters, setting, have your student read t of the same period and thor used or changed
Reading in	•		developmen more texts; a	t of the central ideas analyze the interaction	of one or hs between	informational texts analyze the main is	(articles, books) and deas and how they are
Below Mastery	At/Near Mastery	Above Mastery	an author's meanings; an	events, and ideas; dis point of view; underst nd analyze how autho ame topic present info	and word rs writing	d word compare different interpretations of the s writing topic or idea and analyze how the author	
Writing and	Language		Your student	t may have trouble on		Ask your student to	o read articles about a
Below Mastery	At/Near Mastery	Above Mastery	writing for different purposes (such as to develop an argument or convey information developing a topic or claim with relevant evidence from sources; acknowledging opposing claims; and writing sentences that use correct spelling grammar, and punctuation.			topic and then write an essay that explains the topic in detail (informative) or defends: position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.	
In the ELA Rep	orting Categor	ry of Writing an mance on each	d Language, ea	ach student complete	s an essay tha	at is evaluated on th	ree criteria. The chart belo
	say Perform						
Essay	Purpose	e, Focus & Orga	nization	Evidence and	Elaboration	Conven	tions of Standard English
Informative/ Explanatory	adequately s focused with and task; and idea and evid	bints) The resp sustained and g in the purpose d it has a clear dent organizati h a sense of co	enerally , audience, controlling onal	(3 out of 4 Points) Th provides adequate s evidence for the con main idea that inclu sources, facts, and d	upport, citing trolling idea of des the use of	demonstrat basic conve	Points) The response es an adequate command ntions.



You will find:

- Your student's performance in the three scoring criteria of the essay portion of the ELA assessment
 - Purpose, Focus, & Organization
 - Evidence and Elaboration





You will find:

- Your student's performance in the three scoring criteria of the essay portion of the ELA assessment
 - Purpose, Focus, & Organization
 - Evidence and Elaboration
 - Conventions of Standard English

Jennifer's	ELA Score					
6	65 eets		685	thorough u level Englis abilities rel	andard The student generally demonstrates a inderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and lative to the West Virginia College- and Career- Standards for ELA.	
Jennifer's ELA score is lower score of seven	than the average th graders in	Jennifer's scor ELA is 665 , wh Meets Standa	e in ich	adequate u level Englis abilities rel	dard The student generally demonstrates an inderstanding of, and ability to apply, grade- h language arts (ELA) knowledge, skills, and ative to the West Virginia College- and Career- Standards for ELA	
seventh grade and similar to graders statew	that of seventh rs in the district, that of seventh ride. score can vary if		602	demonstrat to apply, gr skills, and a	eets Standard The student generally tes an incomplete understanding of, and abilit ade-level English language arts (ELA) knowledj abilities relative to the West Virginia College- Readiness Standards for ELA.	
your student we likely that Jennij score between 6 *Calculated with pul	40 and 690.	*School Average: 7 *State Average: 6 District Average: 6	58	demonstrat apply, grade skills, and a	lect Standard The student generally tes a minimal understanding of, and ability to e-level English language arts (ELA) knowledge, abilities relative to the West Virginia College- Readiness Standards for ELA.	
	ir Student Perform in	the Different	Areas of ELA?		Next Steps	
Below Mastery	At/Near Mastery Above Mastery	from a text t a theme of a uses point o perspective structural el	t can almost always us to draw conclusions; de a text; explain how an a of view to distinguish cl s; understand word me ements; and compare al texts relating to the	etermine outhor naracters' anings and fictional	Ask your student to read a story set in a specific time and place and explain how the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.	
Reading Info	ormational Text	developmen	t can often analyze the t of the central ideas of analyze the interaction	f one or	Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are	
Below Mastery	T At/Near Mastery Above Mastery	individuals, an author's meanings; a	events, and ideas; dist point of view; understa nd analyze how author ame topic present infor	nguish nd word s writing	supported with evidence. Ask your student to compare different interpretations of the sam topic or idea and analyze how the authors present information to advance their purpos and points of view.	
Writing and	Language	Your studen writing for d develop an	t may have trouble org lifferent purposes (such argument or convey inf	ormation);	Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a	
Below Mastery	At/Near Mastery Above Mastery	evidence fro opposing cla	a topic or claim with re om sources; acknowled; aims; and writing sente rect spelling, grammar, 1.	ging nces	position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.	
In the EDG to the shows your stud	Cotegory of Writing lent's performance	and Language, e	ach student completes	an essay tha	at is evaluated on three criteria. The chart belo	
Writing Ess	ay Performance					
Essay	Purpose, Focus & Or	ganization	Evidence and	Elaboration	Conventions of Standard English	
Informative/ Explanatory	(3 out of 4 Points) The re- adequately sustained and focused within the purpo and task; and it has a cle idea and evident organiza structure with a sense of	d generally se, audience, ar controlling ational	(3 out of 4 Points) Th provides adequate su evidence for the cont main idea that includ sources, facts, and de	pport, citing rolling idea of es the use of	or basic conventions.	





West Virginia General Summative Assessment Score Report

Page 3 - Mathematics

You will find:

 Your student's mathematics score and achievement level

Jennifer's Mathematics Sco	ore 750		
- 	thool Average: 600	itandard The student generally demonstrat understanding of, and ability to apply, grac h knowledge, skills, and abilities relative to nia College- and Career-Readiness Standar tics.	
is 560 . This score is lower than the average score of seventh 56	ennifer's score mathematics is 50, which Meets Standard	Meets Sta adequate level math West Virgi	ndard The student generally demonstrates understanding of, and ability to apply, grac k nowledge, skills, and abilities relative to nia College- and Career-Readiness Standar ics.
graders in the school, higher than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can varv if	Standard 500	demonstra to apply, r the West \	Acets Standard The student generally ates an incomplete understanding of, and a nath knowledge, skills, and abilities relative firginia College- and Career-Readiness Star matics.
the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between 535 and 585 . *Calculated with public school students only.	34(Does Not demonstra apply, grad relative to	Meet Standard The student generally ates a minimal understanding of, and abili be-level math knowledge, skills, and abiliti the West Virginia College- and Career-Rea for Mathematics.
**Calculated with students in this school. How Did Your Student Perform in th	a Different Areas of Mathem	tion?	Next Steps
Relationships and Number Systems Below Mastery AtINear Mastery Atone Mastery Atone Mastery Below Mastery Atone Mastery Above Mastery Below Mastery Atone Mastery	rates, recognize proportional relat and make and justify assumption a complicated situation using pro reasoning. Your student can often create equ equations and expressions, use th solve problems, and generate equ inequalities using variables to sol step problems.	s to simplify portional ivalent nem to lations and	product and write the price of buying x c of the product as an equation. With your student, express percentage increases in different but equivalent form example, a 7% increase in <i>m</i> is 107 <i>m</i> or 0.07).
Geometry Below Mastery AbiNear Mastery Above Mastery	Your student sometimes may reco 3-D geometric figures and given g formulas solve problems involvin surface area, and volume.	With your student, identify and memorize equations for the area and the circumfere of a circle. A = πr^2 ; C = $2\pi r$	
Statistics and Probability Selow Mastery Allwear Mastery Above Mastery	Your student can often find proba through experimentation, develop to find theoretical probability, and probability for compound events.	With your student, find the experimental theoretical probability of drawing a nine a deck of playing cards.	
Modeling and Problem Solving Below Mastery AtMear Mastery Above Mastery	Your student may have trouble wi posed problems; using prior know strategies, or models; or analyzing	With your student, discuss examples of h mathematics is used in construction worl scale drawings, estimating costs, etc.	
Use Mathematical Reasoning	Your student can often explain m interpret word problems, support reasoning, and critique others' rea	his or her	With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in c



You will find:

- Your student's mathematics score and achievement level
- Which students are included in state, district and school averages

Jennifer's Mathematics Sc	ore 750			
	chool Average: 600 "State Average: 561 strict Average: 540	thorough level math West Virgi Mathemath	Is Standard The student generally demonstrate gh understanding of, and ability to apply, grade tath knowledge, skills, and abilities relative to ti irginia College- and Career-Readiness Standard natics. Standard The student generally demonstrates a	
is 560. This score is lower than the average score of seventh graders in the school, higher	lennifer's score mathematics is 60, which Meets Standard	level math West Virgi Mathemat	understanding of, and ability to apply, grad h knowledge, skills, and abilities relative to nia College- and Career-Readiness Standard ics. Meets Standard The student generally	
than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can vary if	503	demonstra to apply, r	ates an incomplete understanding of, and a nath knowledge, skills, and abilities relative /irginia College- and Career-Readiness Stan	
the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between 535 and 585. *Calculated with public school students only.	340	demonstra apply, grad relative to	Meet Standard The student generally ates a minimal understanding of, and abiliti de-level math knowledge, skills, and abilitie the West Virginia College- and Career-Reac for Mathematics.	
**Calculated with students in this school. How Did Your Student Perform in th	a Different Areas of Mathemat	ice?	Next Steps	
Ratios and Proportional Relationships and Number Systems Below Mastery AlNear Mastery Above Mastery	Your student can almost always cor rates, recognize proportional relatic and make and justify assumptions a complicated situation using prop reasoning.	onships, to simplify	With your student, find the price of a com product and write the price of buying x co of the product as an equation.	
Expressions and Equations	Your student can often create equi- equations and expressions, use the solve problems, and generate equa inequalities using variables to solve step problems.	With your student, express percentage increases in different but equivalent form example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> 0.07).		
Geometry Below Mastery Al/Near Mastery Above Mastery	Your student sometimes may recog 3-D geometric figures and given geo formulas solve problems involving surface area, and volume.	With your student, identify and memorize equations for the area and the circumfere of a circle. $\mathbf{A} = nr^2$; $C = 2\pi r$		
Statistics and Probability Below Maslery AtNear Maslery Above Maslery	Your student can often find probab through experimentation, develop to find theoretical probability, and probability for compound events.	With your student, find the experimental theoretical probability of drawing a nine or a deck of playing cards.		
Modeling and Problem Solving	Your student may have trouble with posed problems; using prior knowle strategies, or models; or analyzing :	edge,	With your student, discuss examples of he mathematics is used in construction work scale drawings, estimating costs, etc.	
Use Mathematical Reasoning	Your student can often explain mat		With your student, practice explaining the	
Below Mastery At/Near Mastery Above Mastery	interpret word problems, support h reasoning, and critique others' reas		mathématics setup in multi-step word problems and the solution processes in d	



You will find:

- Your student's mathematics score and achievement level
- Which students are included in state, district and school averages
- Your student's achievement level description

Jennifer's Mathematics Sc	ore	750		
560	chool Average: 600	583	thorough level math West Virgi Mathemat	tandard The student generally demonstrate understanding of, and ability to apply, grade knowledge, skills, and abilities relative to ti nia College- and Career-Readiness Standard ics. ndard The student generally demonstrates a
is 560 . This score is lower than in the average score of seventh	Jennifer's score n mathematics is 60, which Meets Standard	548	adequate level math	understanding of, and ability to apply, grade knowledge, skills, and abilities relative to th nia College- and Career-Readiness Standard:
graders in the school, higher than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can vary if	Stalituaru	503	demonstra to apply, n	leets Standard The student generally ites an incomplete understanding of, and ab nath knowledge, skills, and abilities relative irginia College- and Career-Readiness Stand natics.
the test is taken several times. If your student were tested again, it is likely that Jennifer would received score between 535 and 588 *Calculated with public that students only. **Calculated with sciences in this school.		340	demonstra apply, grac relative to	Meet Standard The student generally tes a minimal understanding of, and ability le-level math knowledge, skills, and abilities the West Virginia College- and Career-Readi for Mathematics.
How T a Your Student Perform in th	he Different Areas of Math	uemati	cs?	Next Steps
Relationships and Number Systems Below Mastery AlNear Mastery Above Mastery Expressions and Equations Below Mastery AlNear Mastery Above Mastery Below Mastery AlNear Mastery Above Mastery	rates, recognize proportional and make and justify assum a complicated situation using reasoning. Your student can often creat equations and expressions, u solve problems, and generat inequalities using variables t step problems.	e equiva e equiva use ther e equat	product and write the price of buying x cop of the product as an equation. With your student, express percentage increases in different but equivalent forms example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> (0.07).	
Geometry	Your student sometimes may 3-D geometric figures and giv formulas solve problems inve surface area, and volume.	en geo	With your student, identify and memorize tequations for the area and the circumferer of a circle. A = πr^2 , C = $2\pi r$	
Statistics and Probability Below Maslery AllNear Maslery Above Maslery	Your student can often find probability through experimentation, develop a model to find theoretical probability, and determine probability for compound events.			With your student, find the experimental at theoretical probability of drawing a nine ou a deck of playing cards.
Modeling and Problem Solving	Your student may have trouble with well- posed problems; using prior knowledge, strategies, or models; or analyzing scenarios.			With your student, discuss examples of hor mathematics is used in construction work scale drawings, estimating costs, etc.
Use Mathematical Reasoning	Your student can often expla interpret word problems, sup reasoning, and critique other	port hi	s or her	With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in de



You will find:

- Your student's mathematics score and achievement level
- Which students are included in state, district and school averages
- Your student's achievement level description
- The average mathematics scores for your student's ' grade at the school level, the district/county level, and the state level

Jennifer's mathematics scor is 560. This score is lower and the average score of sev sch graders in the school, but ner	*School Average: 600	750	thorough i level math	tandard The student generally demonstrates a understanding of, and ability to apply, grade-
Jennifer's mathematics scor is 560. This score is lower and the average score of sev sch graders in the school, but ner	*State Average: 561 *District Average: 540		thorough i level math	tandard The student generally demonstrates a inderstanding of, and ability to apply. grade-
graders in the school, b ther	in mathematics is 560, which Meets		Mathemat Meets Star adequate level math	h knowledge, skills, and abilities relative to the nia College- and Career-Readiness Standards for ics. ndard The student generally demonstrates an understanding of, and ability to apply, grade- knowledge, skills, and abilities relative to the nia College- and Career-Readiness Standards for
than that of seventh orders in the district, and similar to that of seventh gradery datewide. A student's test score can vary if the test is taken overal times. If	Standard	548	Partially M demonstra to apply, m	teets Standard The student generally ates an incomplete understanding of, and ability ath knowledge, skills, and abilities relative to firginia College- and Career-Readiness Standards
the test is taken weral times. If your student was tested again, it is likely that for her would receive a score betwer 533 and 585. *Calculated on public school students only. **Calculated with students in this school.		340	demonstra apply, grad relative to	Meet Standard The student generally tes a minimal understanding of, and ability to le-level math knowledge, skills, and abilities the West Virginia College- and Career-Readiness for Mathematics.
Hoy Did Your Student Perform in	the Different Areas of	Mathemati	cs?	Next Steps
Exclos and Proportional relationships and Number Systems Below Mastery AliNear Mastery Above Mastery	Your student can almo rates, recognize propor and make and justify a a complicated situation reasoning.	rtional relation ssumptions to	iships, simplify	With your student, find the price of a common product and write the price of buying x copies of the product as an equation.
Expressions and Equations	Your student can often equations and express solve problems, and ge inequalities using varia step problems.	ions, use ther enerate equati	n to ons and	With your student, express percentage increases in different but equivalent forms; for example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> (1 + 0.07).
Geometry Below Mastery AlNear Mastery Above Mastery	Your student sometime 3-D geometric figures a formulas solve probler surface area, and volur	and given geo ns involving a	netric	With your student, identify and memorize the equations for the area and the circumference of a circle, $\mathbf{A} = \pi r^{3}$; $C = 2\pi r$
Statistics and Probability Below Mastery AlNear Mastery	Your student can often through experimentati to find theoretical prob probability for compou	on, develop a bability, and d	model	With your student, find the experimental and theoretical probability of drawing a nine out of a deck of playing cards.
Modeling and Problem Solving	Your student may have posed problems; using strategies, or models; o	prior knowle	ige,	With your student, discuss examples of how mathematics is used in construction work: scale drawings, estimating costs, etc.
Use Mathematical Reasoning	Your student can often interpret word problen reasoning, and critique	ns, support his	s or her	With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in detail.
	•			Page 3 of



You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 7 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems

Jennifer's Mathematics So	core	750		
SOU Meets	School Average: 600	583	thorough level math	tandard The student generally demonstrate understanding of, and ability to apply, grade r knowledge, skills, and abilities relative to t nia College- and Career-Readiness Standard ics.
the average score of seventh	Jennifer's score n mathematics is 60, which Meets	548	adequate level math	ndard The student generally demonstrates a understanding of, and ability to apply, grade knowledge, skills, and abilities relative to th ia College- and Career-Readiness Standard ics.
graders in the school, higher than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can vary if	Standard	503	demonstra to apply, n	teets Standard The student generally tes an incomplete understanding of, and al nath knowledge, skills, and abilities relative irginia College- and Career-Readiness Stand natics.
the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between 535 and 585 . *Calculated with public school students only.		340	demonstra apply, grad relative to	Meet Standard The student generally tes a minimal understanding of, and ability le-level math knowledge, skills, and abilitie the West Virginia College- and Career-Read for Mathematics.
**Calculated with students in this school. How Did Your Student Perform in t	h- D: (f	Letherest	7	Next Steps
Ratios and Proportional Relationships and Number Systems Below Mastery AlNear Mastery Above Mastery Expressions and Equations	Your student can almost rates, recognize proportio and make and justify ass a complicated situation of reasoning. Your student can often c equations and expressio	onal relatio umptions t using propo	nships, o simplify rtional alent	With your student, find the price of a comp product and write the price of buying x cop of the product as an equation. With your student, express percentage increases in different but equivalent forms
Below Mastery Al/Near Mastery Above Mastery	solve problems, and gen inequalities using variab step problems.	problems, and generate equations and alities using variables to solve multi-		with your student, identify and memorize
Below Mastery Al/Near Mastery Above Mastery	3-D geometric figures and formulas solve problems surface area, and volume	d given geo involving a	equations for the area and the circumference of a circle. A = πr^3 ; <i>C</i> = $2\pi r$	
Statistics and Probability Below Mastery AlNear Mastery Above Mastery	Your student can often find probability through experimentation, develop a model to find theoretical probability, and determine probability for compound events.			With your student, find the experimental a theoretical probability of drawing a nine o a deck of playing cards.
Below Mastery AUNear Mastery Above Mastery	Your student may have trouble with well- posed problems; using prior knowledge, strategies, or models; or analyzing scenarios.			With your student, discuss examples of ho mathematics is used in construction work scale drawings, estimating costs, etc.
Use Mathematical Reasoning	Your student can often e interpret word problems, reasoning, and critique o	support hi	s or her	With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in de



You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 5 example; reporting categories for your student's grade may be different.)
 - Rations and Proportional Relationships and Number Systems
 - Expressions and Equations -

ennifer's Mathema					
	tics Score		750		
560 Meets	**School Average: 600 — *State Average: 561 — *District Average: 540 —		583	thorough level math	tandard The student generally demonstrates understanding of, and ability to apply, grade- knowledge, skills, and abilities relative to th nia College- and Career-Readiness Standards ics.
Standard ennifer's mathematics score s 560. This score is lower tha he average score of seventh	560, which Meets		548	adequate level math	ndard The student generally demonstrates a understanding of, and ability to apply, grade- knowledge, skills, and abilities relative to th ia College- and Career-Readiness Standards Cs.
raders in the school, higher han that of seventh graders i he district, and similar to tha of seventh graders statewide.	at	╵└╼	503	demonstra to apply, n	leets Standard The student generally tes an incomplete understanding of, and ab nath knowledge, skills, and abilities relative t firginia College- and Career-Readiness Stand- natics.
taken is test some can vary of the test is taken several times. If our student were tested again, it ikely that Jennifer would receive core between 535 and 585. Calculated with public school students o Calculated with students in this school.	a nly.		340	demonstra apply, grac relative to	Meet Standard The student generally tes a minimal understanding of, and ability te-level math knowledge, skills, and abilities the West Virginia College- and Career-Readin for Mathematics.
How Did Your Student Perf	orm in the Different Area	is of Math	emati	cs?	Next Steps
Ratios and Proportional Relationships and Number S Below Mastery At/Near Mastery Abov	Systems rates, recognize pr and make and just a complicated situ reasoning.	Your student can almost always compute unit rates, recognize proportional relationships, and make and justify assumptions to simplify a complicated situation using proportional reasoning. Your student can often create equivalent equations and expressions, use them to solve problems, and generate equations and inequalities using variables to solve multi- step problems.			With your student, find the price of a comm product and write the price of buying x cop of the product as an equation.
Expressions and Equations	equations and exp solve problems, ar inequalities using				With your student, express percentage increases in different but equivalent forms; example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> (1 0.07).
Geometry Below Mastery At/Near Mastery Abov	3-D geometric figu formulas solve pro	Vour student sometimes may recognize 2- and 3-D geometric figures and given geometric formulas solve problems involving area, surface area, and volume.			With your student, identify and memorize the equations for the area and the circumferent of a circle. $\mathbf{A} = \pi r^{2}$; $C = 2\pi r$
Statistics and Probability Below Mastery At/Near Mastery Above	through experiment to find theoretical probability for con	Your student can often find probability through experimentation, develop a model to find theoretical probability, and determine probability for compound events.			With your student, find the experimental ar theoretical probability of drawing a nine ou a deck of playing cards.
Modeling and Problem Solvi	posed problems; u strategies, or mod	Your student may have trouble with well- posed problems; using prior knowledge, strategies, or models; or analyzing scenarios.			With your student, discuss examples of how mathematics is used in construction work: scale drawings, estimating costs, etc.
Use Mathematical Reasoning	interpret word pro reasoning, and crit	Your student can often explain math concepts, interpret word problems, support his or her reasoning, and critique others' reasoning.			With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in de



You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 5 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems
 - Expressions and Equations
 - Geometry -

W	VGSA ELA and Mathe	matics A	ssessme	nt Results
Jennifer's Mathematics Sco	ore	750		~~~~
SOU Meets	chool Average: 600	583	thorough i level math	tandard The student generally demonstrates a understanding of, and ability to apply, grade- knowledge, skills, and abilities relative to the nia College- and Career-Readiness Standards for ics.
is 560. This score is lower than in	Jennifer's score n mathematics is 60, which Meets Standard	548	adequate i level math West Virgir Mathemati	Nuth
than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can vary if		503	demonstra to apply, m	leets Standard The student generally tes an incomplete understanding of, and ability tath knowledge, skills, and abilities relative to irginia College- and Career-Readiness Standards natics.
the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between 535 and 585. *Calculated with public school students only. **Calculated with students in this school.		340	demonstra apply, grad relative to	Meet Standard The student generally tes a minimal understanding of, and ability to le-level math knowledge, skills, and abilities the West Virginia College- and Career-Readiness for Mathematics.
How Did Your Student Perform in th	he Different Areas of Ma	athemati	cs?	Next Steps
Ratios and Proportional Relationships and Number Systems	Your student can almost a rates, recognize proportior and make and justify assu a complicated situation us reasoning.	nal relation mptions to	nships, p simplify	With your student, find the price of a common product and write the price of buying x copies of the product as an equation.
Expressions and Equations	Your student can often cre equations and expressions solve problems, and gener inequalities using variable step problems.	s, use ther rate equati	n to ions and	With your student, express percentage increases in different but equivalent forms; for example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> (1 + 0.07).
Geometry Below Mastery Al/Near Mastery Above Mastery	Your student sometimes n 3-D geometric figures and formulas solve problems in surface area, and volume.	given geor nvolving a	metric	With your student, identify and memorize the equations for the area and the circumference of a circle. A = πr^{2} ; C = $2\pi r$
Statistics and Probability Below Mastery AtNear Mastery Above Mastery	Your student can often fin through experimentation, to find theoretical probabi probability for compound	develop a ility, and d	model	With your student, find the experimental and theoretical probability of drawing a nine out of a deck of playing cards.
Modeling and Problem Solving Below Mastery AlNear Mastery Above Mastery	Your student may have tro posed problems; using pri strategies, or models; or an	or knowle	dge,	With your student, discuss examples of how mathematics is used in construction work: scale drawings, estimating costs, etc.
Use Mathematical Reasoning	Your student can often exp interpret word problems, s reasoning, and critique oth	support his	s or her	With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in detail.
				Page 3 of 4



You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 5 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems
 - Expressions and Equations
 - Geometry
 - Statistics and Probability

Jennifer's Mathematics So	core	750		
5 00	School Average: 600 *State Average: 561 District Average: 540	583	thorough level math	tandard The student generally demonstrate understanding of, and ability to apply, grade h knowledge, skills, and abilities relative to ti nia College- and Career-Readiness Standard ics.
	Jennifer's score n mathematics is 560, which Meets	548	adequate level math	ndard The student generally demonstrates a understanding of, and ability to apply, grade k nowledge, skills, and abilities relative to th nia College- and Career-Readiness Standards ics.
graders in the school, higher than that of seventh graders in the district, and similar to that of seventh graders statewide. A student's test score can varv if	Standard 📕	503	demonstra to apply, n	leets Standard The student generally ates an incomplete understanding of, and ab nath knowledge, skills, and abilities relative firginia College- and Career-Readiness Stand matics.
the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between 535 and 585. *Calculated with public school students only.		340	demonstra apply, grac relative to	Meet Standard The student generally ates a minimal understanding of, and ability fe-level math knowledge, skills, and abilities the West Virginia College- and Career-Readi for Mathematics.
**Calculated with students in this school. How Did Your Student Perform in t			•	Next Steps
Relationships and Number Systems Below Mastery AlNear Mastery Above Mastery Expressions and Equations Below Mastery AlNear Mastery Above Mastery	a complicated situation using reasoning. Your student can often create equations and expressions, u solve problems, and generate inequalities using variables tr		o simplify rtional alent n to ions and	product and write the price of buying x cop of the product as an equation. With your student, express percentage increases in different but equivalent forms example, a 7% increase in <i>m</i> is 1.07 <i>m</i> or <i>m</i> (0.07).
Geometry Below Mastery AlNear Mastery Above Mastery	Your student sometimes may recognize 2- and 3-0 geometric figures and given geometric formulas solve problems involving area, surface area, and volume.			With your student, identify and memorize tequations for the area and the circumferent of a circle, $\mathbf{A} = \pi r^3$; $C = 2\pi r$
Statistics and Probability	Your student can often find probability through experimentation, develop a model to find theoretical probability, and determine probability for compound events.		With your student, find the experimental at theoretical probability of drawing a nine ou a deck of playing cards.	
Modeling and Problem Solving	Your student may have trouble with well- posed problems; using prior knowledge, strategies, or models; or analyzing scenarios.		With your student, discuss examples of how mathematics is used in construction work: scale drawings, estimating costs, etc.	
Use Mathematical Reasoning	Your student can often explain math concepts, interpret word problems, support his or her reasoning, and critique others' reasoning.		With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in de	

West Virginia DEPARTMENT OF EDUCATION

You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 5 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems
 - Expressions and Equations
 - Geometry
 - Statistics and Probability
 - Modeling and Problem Solving

Jennifer's Mathematics Sc	ore	
5600 Meets Standard Jennifer's mathematics score is 560. This score is lower than	chool Average: 600 "State Average: 560 istrict Average: 540 Jennifer's score n mathematics is 60, which Meets Standard 548 548	Exceeds Standard The student generally demonstrat horough understanding of, and ability to apply, grad evel math knowledge, skills, and abilities relative to Nest Virginia College- and Career-Readiness Standard Mathematics. Meets Standard The student generally demonstrates dequate understanding of, and abilities relative to Vest Virginia College- and Career-Readiness Standard Mathematics. Partially Meets Standard The student generally demonstrates an incomplete understanding of, and a o apply, math knowledge, skills, and abilities relative he West Virginia College- and Career-Readiness Stan or Mathematics.
your student were tested again, it is likely that Jennifer would receive a score between 535 and 585. *Calculated with public school students only. **Calculated with students in this school	a	Does Not Meet Standard The student generally lemonstrates a minimal understanding of, and abilit poply, grade-level math knowledge, skills, and abiliti elative to the West Virginia College- and Career-Read standards for Mathematics.
How Did Your Student Perform in th	he Different Areas of Mathematics	? Next Steps
Ratios and Proportional Relationships and Number Systems Below Mastery AlNear Mastery Above Mastery Assert AlNear Mastery Above Mastery Below Mastery AlNear Mastery Above Mastery Below Mastery AlNear Mastery Above Mastery	Your student can almost always comp rates, recognize proportional relations and make and justify assumptions to a complicated situation using proport reasoning. Your student can often create equivalal equations and expressions, use them solve problems, and generate equatio inequalities using variables to solve m step problems.	hips, simplify of the product as an equation. onal with your student, express percentage increases in different but equivalent form na nd example, a 7% increase in m is 10/m or m
Geometry Below Mastery AliNear Mastery Above Mastery	Your student sometimes may recogniz 3-D geometric figures and given geom formulas solve problems involving are surface area, and volume.	etric equations for the area and the circumfere
Statistics and Probability Below Mastery AllNear Mastery Above Mastery	Your student can often find probability through experimentation, develop a m to find theoretical probability, and det probability for compound events.	iodel theoretical probability of drawing a nine of
Modeling and Problem Solving	Your student may have trouble with w posed problems; using prior knowledg strategies, or models; or analyzing sce	e, mathematics is used in construction work
	Your student can often explain math of interpret word problems, support his of	

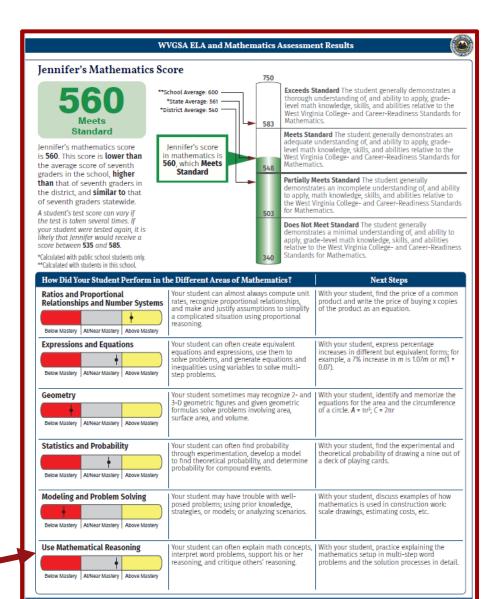


You will find:

- Your student's performance in the different reporting categories for mathematics (Note: this is a Grade 5 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems
 - Expressions and Equations
 - Geometry

Vest Virginia department of

- Statistics and Probability
- Modeling and Problem Solving
- Use Mathematical Reasoning



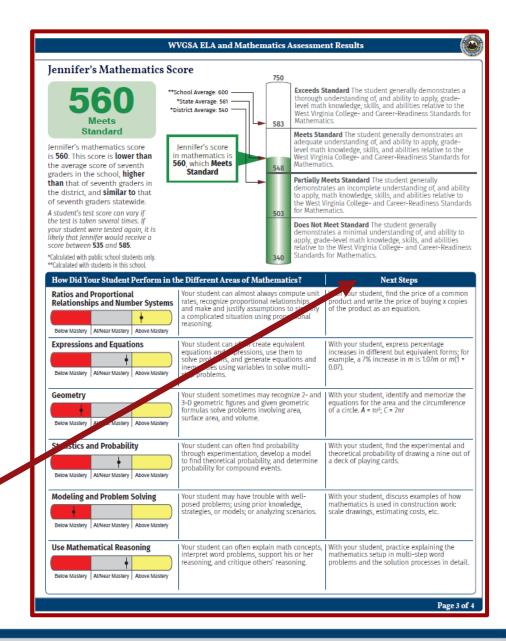
Page 3 of 4

You will find:

- Your student's performance in the different reporting categories for mathematics (Note: This is a Grade 7 example; reporting categories for your student's grade may be different.)
 - Ratios and Proportional Relationships and Number Systems
 - Expressions and Equations
 - Geometry
 - Statistics and Probability

Vest Virginia department of

- Modeling and Problem Solving
- Use Mathematical Reasoning
- Suggested next steps for you and your student to complete at home for each of these reporting categories

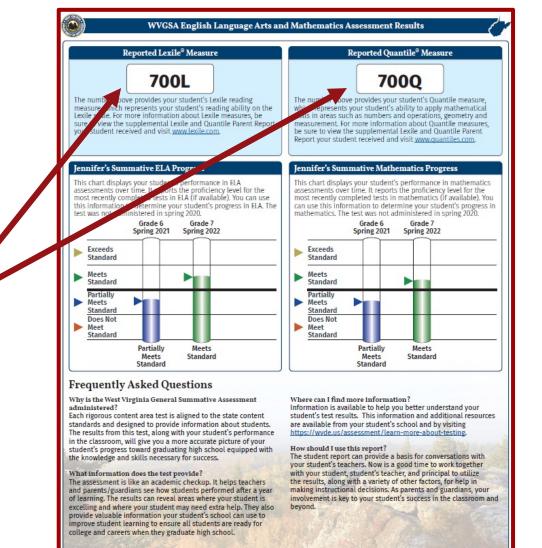




West Virginia General Summative Assessment Score Report

Page 4

Page 4 of this score report contains information about your student's Lexile and Quantile Measures. You will be receiving a separate Lexile and Quantile, which will give detailed information on these two measures and what to do with your student's scores.



West Virginia DEPARTMENT OF EDUCATION

West Virginia Department of Education



PAGE 4 – LEXILES & QUANTILES

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State Superintendent

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Support & Accountability 1
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CTE & Governor's Economic Initiatives

Lexile[®] and Quantile[®] Measures in West Virginia

Home / Lexile® and Quantile® Measures in West Virginia

The Lexile[®] Framework for Reading, commonly referred to as the Lexile Framework, has been linked to the West Virginia General Summative Assessment (WVGSA) in English Language Arts in grades 3 – 8. Similarly, The Quantile[®] Framework for Mathematics has been linked to the West Virginia General Summative Assessment in grades 3 – 8 (WVGSA) In addition the Lexile[®] Framework and the Quantile[®] Framework has been linked to the SAT School Day exam delivered at grade 11. Students in West Virginia also may be receiving Lexile and Quantile measures from a variety of different tests and programs used by their local schools. With Lexile and Quantile measures, educators and parents can spur and support student learning.

What Is a Lexile measure?

There are two kinds of Lexile measures: Lexile reader measures and Lexile text measures. Lexile reader measures describe how strong of a reader a student is. Lexile text measures describe how difficult, or complex, a text like a book or magazine article is. Lexile measures are expressed as numeric measures followed by an "L" (for example, 850L), and represent a position on the Lexile scale. Comparing a student's Lexile measure with the Lexile measure of what they are reading helps gauge the "fit" between a student's ability and the difficulty of text.

What is a Quantile measure?

Similar to Lexile measures, there are two types of Quantile measures: a measure for students and a measure for mathematical skills and concepts. The student measure describes what mathematics the student already understands and what the student is ready to learn in the future. The skill measure describes the difficulty, or demand, in learning a skill. Quantile measures help educators and parents target instruction and monitor student growth toward learning standards and the mathematical demands of college and careers.



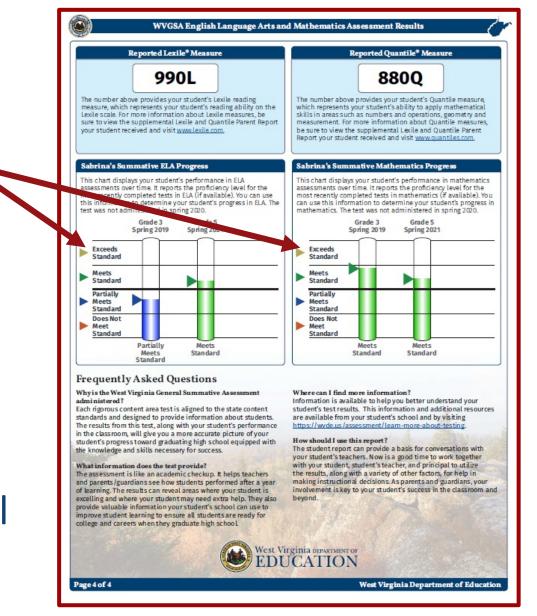


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LEXILES & QUANTILES

To view resources visit: wvde.us/LexilesandQuantiles/

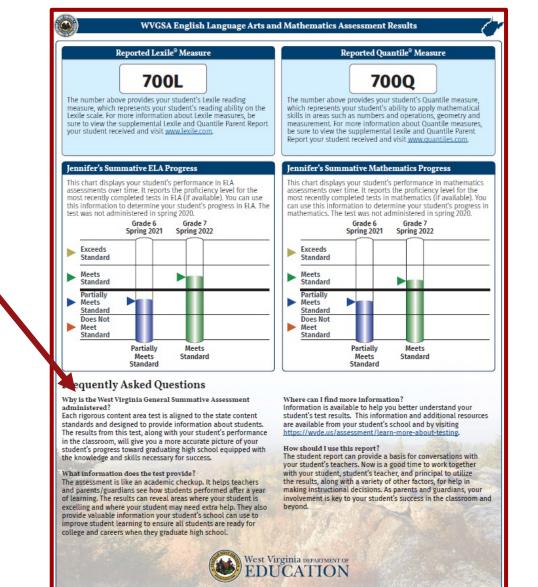
Page 4 of this score report also contains trend graphs illustrating your student's progress toward proficiency in ELA and mathematics. If your student took the WVGSA in 2019, you will have performance information for 2019 and 2021. If your student did not take the assessment in 2019, you will only have information for 2021.



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PAGE 4 – TREND GRAPHS

Page 4 also contains some Frequently Asked Questions.



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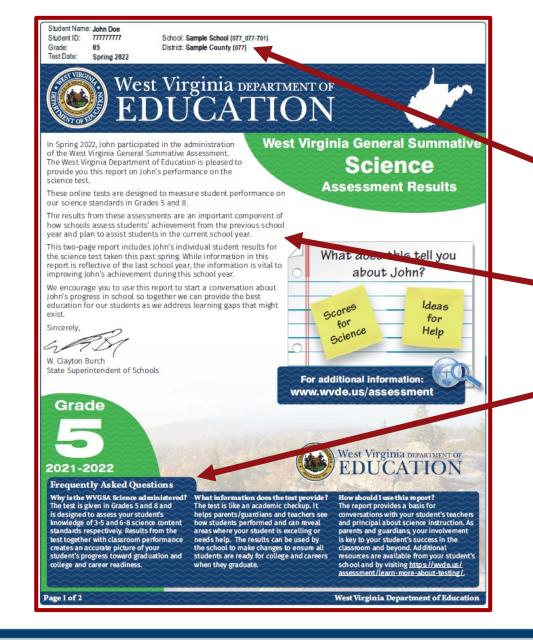
PAGE 4 – FAQs

West Virginia Department of Education



West Virginia General Summative Assessment Score Report

Science Insert – Front



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The front page of the Science Insert contains:

- Student demographic information
 - A greeting from the State
 - Superintendent of Schools
 - Frequently Asked Questions

SCIENCE INSERT - FRONT

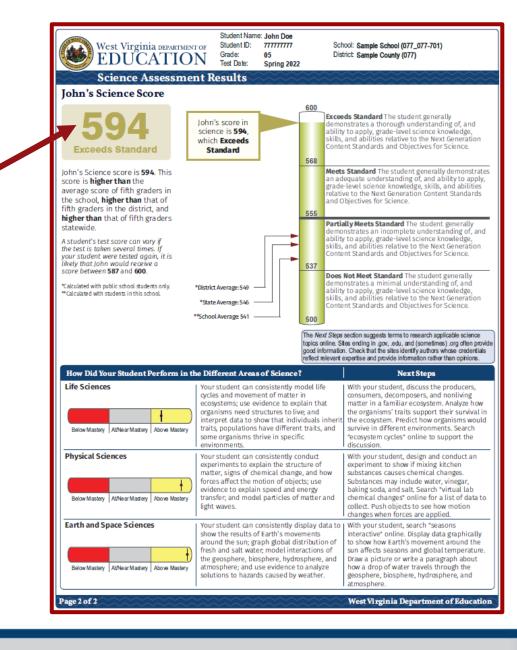


West Virginia General Summative Assessment Score Report

Science Insert – Back

You will find:

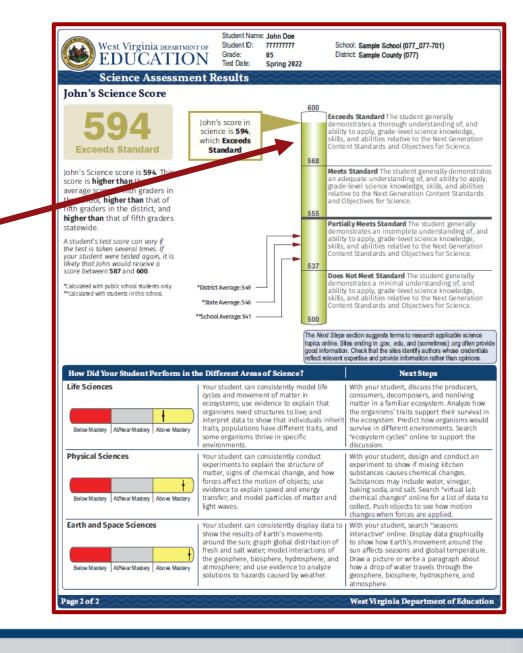
Your student's science score and achievement level





You will find:

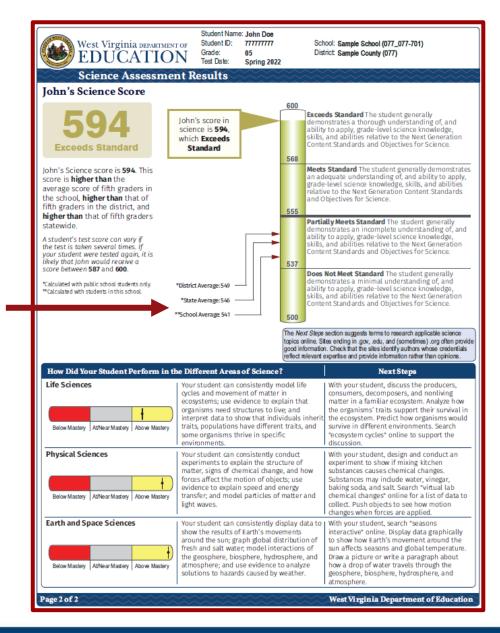
- Your student's science score and achievement level
- Your student's achievement level description



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You will find:

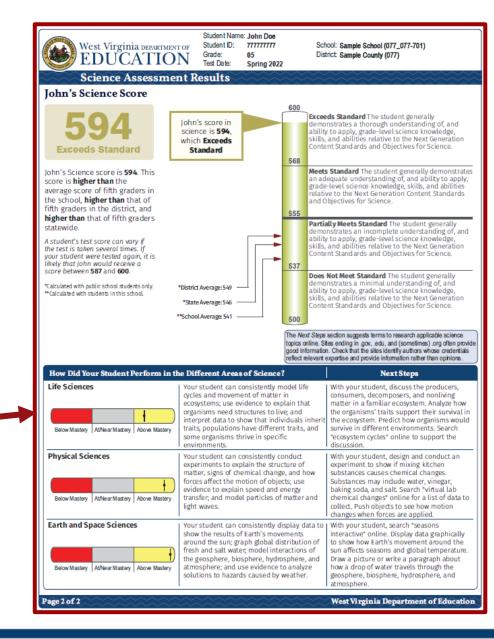
- Your student's science score and achievement level
- Your student's achievement level description
- The average science scores for your student's grade at the school level, the district/county level, and the state level





You will find:

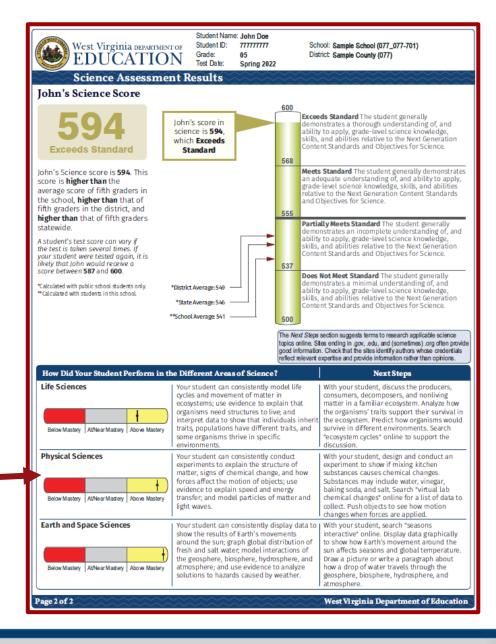
- Your student's science score and achievement level
- Your student's achievement level description
- The average science scores for your student's grade at the school level, the district/county level, and the state level
- Your student's performance in the different reporting categories for science
 - Life Sciences 🗕





You will find:

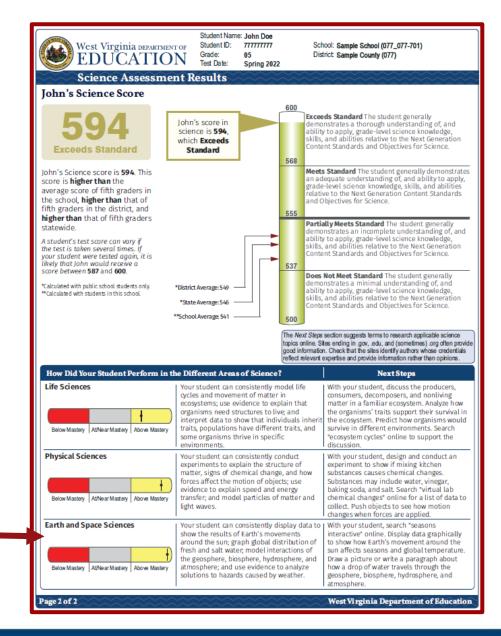
- Your student's science score and achievement level
- Your student's achievement level description
- The average science scores for your student's grade at the school level, the district/county level, and the state level
- Your student's performance in the different reporting categories for science
 - Life Sciences
 - Physical Sciences



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You will find:

- Your student's science score and achievement level
- Your student's achievement level description
- The average science scores for your student's grade at the school level, the district/county level, and the state level
- Your student's performance in the different reporting categories for science
 - Life Sciences
 - Physical Sciences
 - Earth and Space Sciences



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You will find:

- Your student's science score and achievement level
- Your student's achievement level description
- The average science scores for your student's grade at the school level, the district/county level, and the state level
- Your student's performance in the different reporting categories for science
 - Life Sciences
 - Physical Sciences
 - Earth and Space Sciences
- Suggested next steps for you and your student to complete at home for each of these reporting categories

