

Dear Parent/Guardian of Henry,

This report summarizes Henry's performance on the New York State Testing Program English Language Arts Assessment (ELA), administered in the spring of 2019. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Henry knows and can do. The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Henry's official transcript or permanent student record.**

TRANSLATIONS



www.engageny.org/translate

HENRY'S
SCORE

THIS YEAR

620

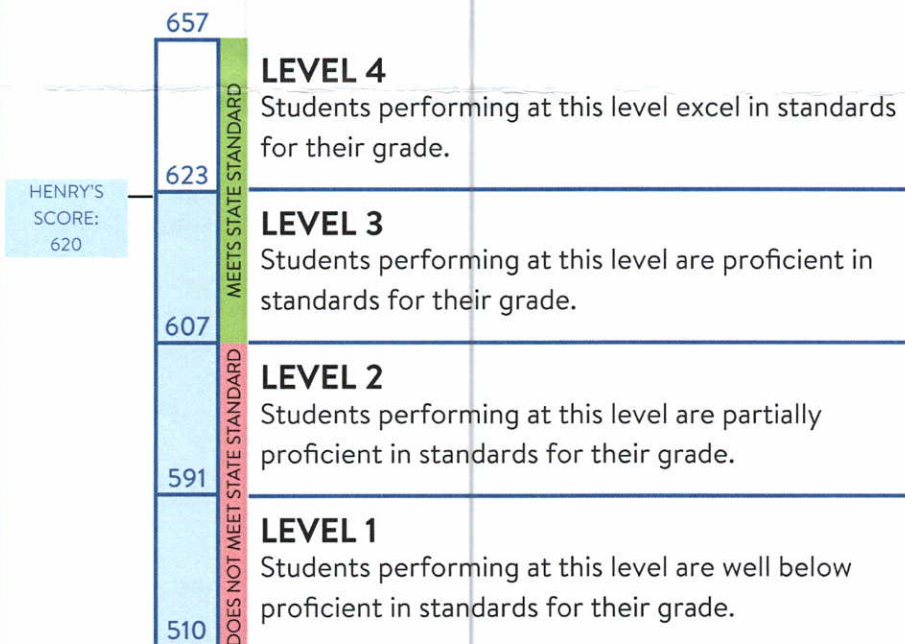
LEVEL 3

LAST YEAR

LEVEL 4

Last year Henry received a Level 4 score on the Grade 6 ELA test.

PERFORMANCE LEVELS



HENRY MET THE STATE STANDARD

HOW HENRY DID IN COMPARISON WITH OTHER STUDENTS



DISTRICT

90%

Henry did the same or better than 90% of students in this grade in the district.



STATE

85%

Henry did the same or better than 85% of students in this grade in the state.

The New York State Learning Standards for English Language Arts & Literacy describe what Henry should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections.

HENRY'S
SCORE

24

OF

MAX
SCORE

28

READING

In this section, students were asked to:

- comprehend the explicit and implicit ideas present in grade-level text and recognize how they develop over the course of the text;
- describe characters in depth and connect ideas and events;
- understand the meaning and effects of words and figurative and connotative phrases;
- analyze the text's structure and organization and identify how point of view is developed;
- integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.

HENRY'S
SCORE

15

OF

MAX
SCORE

18

WRITING FROM SOURCES

In this section, students were asked to:

- make claims that show valid reasoning and sufficient textual evidence;
- write about characters and describe how they relate to each other in the text;
- compare and contrast points of view and themes in texts;
- analyze events and actions in a text;
- determine the effect of language on aspects of a text and describe the importance of story and structural elements of the text;
- communicate understanding by producing coherent writing that demonstrates grade-level English grammar and use.

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation, in accordance with the specifications in the IEP/504 Plan.

SUPPORTING HENRY'S SUCCESS



Contact Henry's teacher and ask which skills are the most challenging for Henry.



Ask your school how you will receive regular reports on Henry's progress.



If appropriate, seek student support services such as counseling or school guidance to help Henry be most successful.



Review classwork and homework with Henry to see how Henry's skills are progressing.

For more information about this test, the New York State standards, and how you can help Henry, go to:
www.engageny.org/parent-and-family-resources