

3rd Grade Reading Summative Assessment Student Score Reports



Student Score Report

A copy of the score report should be placed in the student's cumulative folder.

A copy of the score report should be provided to the student's parent.



District: Mississippi District
 #1/2520
 School: Mississippi School
 #1/25
 Teacher: Mrs. Smith

Test Date: May 11, 2015 9:15 AM
 Test Time: 28 Minutes

Cheama, Amber
 MSIS ID: 123456789
 Grade: 3

Amber's Scaled Score

XYZ
PASS



Assessment Results:

Passing Scaled Score: **XYZ**
 Amber's Scaled Score: **XYZ**
 Test Attempts: 1 of (3)

A student's MKAS² 3rd Grade Reading Summative scaled score is a measure of their performance on the test. On another occasion, they might obtain a slightly different score as a result of normal variation; the typical range of such variation is indicated by the standard error of measurement (SEM). The student's scores on different occasions should be within +/- the standard error of measurement of one another about two-thirds of the time. Standard Error of Measurement for this assessment +/- .XY scaled score points

Amber meets 3rd Grade Reading Summative Assessment benchmark.

When reading grade-level texts, students at the Ready level can:

- Answer questions, referring explicitly to the text as the basis for the answer
- Determine the central message, lesson, moral in literary text
- Determine the main idea and recount key details in informational text
- Identify character traits as they relate to the story
- Refer to parts of stories, dramas, and poems using terms such as chapter, scene and stanza
- Locate information relevant to a given topic using key words, headings, bold print, etc.
- Use information gathered from illustrations
- Know and apply grade-level phonics and word analysis skills in decoding words:
 - Identify and know the meaning of the most common prefixes and suffixes
 - Decode multi-syllable words
- Determine and clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content

Congratulations, Amber, you passed the MKAS² 3rd Grade Reading Summative Assessment.

The second page of this report lists the focus skills assessed on the MKAS² 3rd Grade Reading Summative assessment.

Reading Standards: Foundational Skills



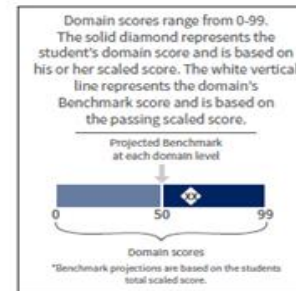
Reading Standards: Informational Text



Reading Standards: Literature



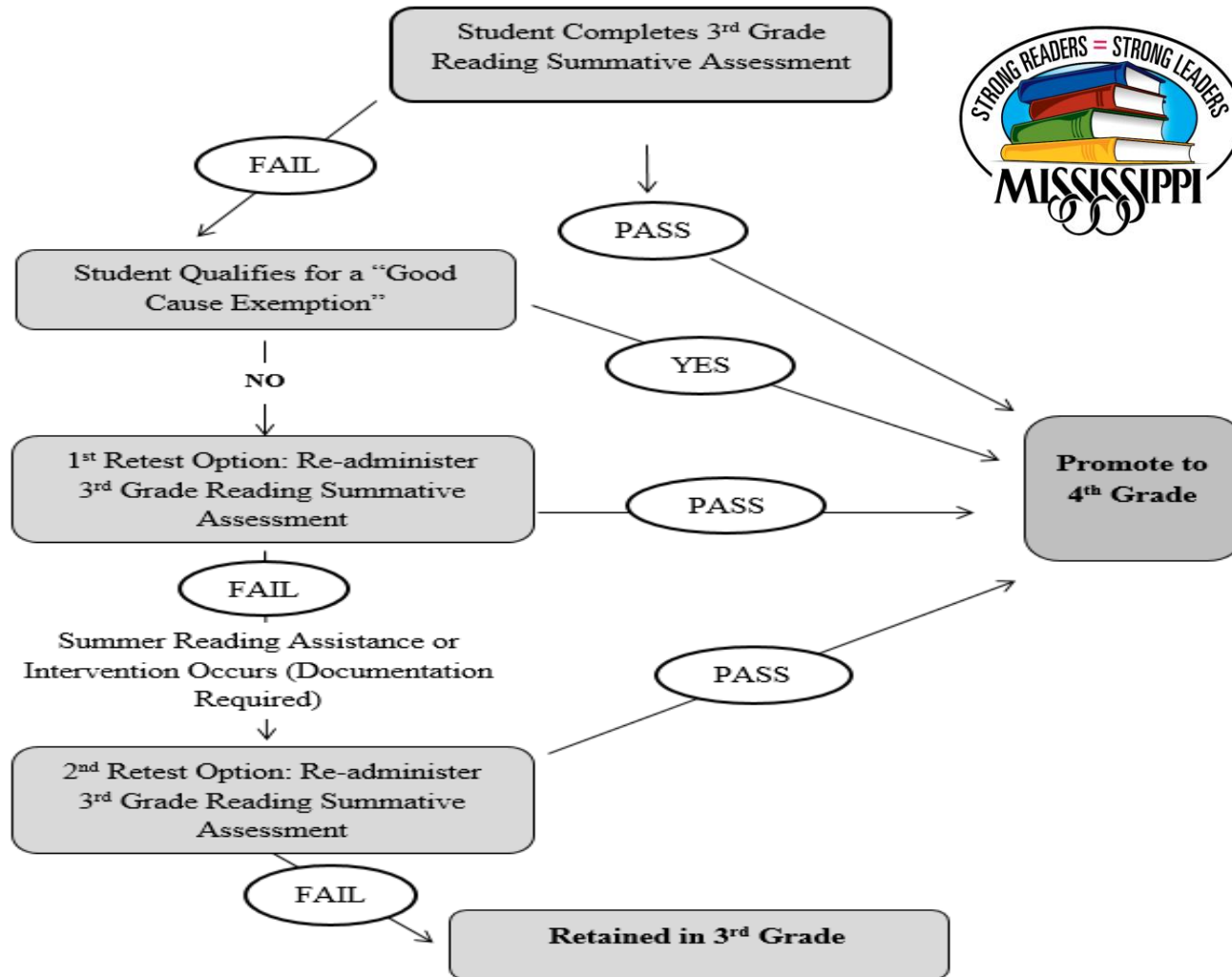
Language Standards



3rd Grade Reading Summative Assessment

Next Steps





Action Steps

- Identify students who did not pass
- Review Good Cause Exemption FAQs

Do any of the students qualify for a Good Cause Exemption? If so,

- Teacher completes [Good Cause Exemption Packet](#)
- Submits to principal, if principal approves
- Submits to superintendent
- Superintendent makes the final decision
- If approved, student promoted to the 4th grade
- Documentation placed in cumulative folder

Students **Promoted** with a Good Cause Exemption (GCE)

- Written notification to parent or legal guardians should include:
 - Reason for the GCE promotion
 - Proposed interventions and support that will be provided to the student
- Provide parents a “Read at Home Plan”

Students NOT Promoted

- Written notification to parent or legal guardians should include:
 - Reason for the retention (score report)
 - Proposed interventions and support to be provided
- Provide parents a “Read at Home Plan”
- Assign students to a high-performing teacher for the 2015 - 2016 school year
- Other strategies may include:
 - Reduced teacher-student ratio
 - Extended school day, week, or year
 - Transition classes

Intensive Instructional Requirements for 3rd Graders **NOT** Promoted

- Intensive instructional services, progress monitoring measures, and supports to remediate the identified reading deficiency (Statue 37-177-1)
- Minimum of 90 minutes per day of scientifically research-based reading instruction
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Other strategies as prescribed and designed by the school district

Reporting Requirements

The school board of each school district must publish, in a newspaper that has general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information:

- School district's policies and procedures on student retention and promotion
- Number and percentage of students given an approved alternate standardized reading assessment and the percentage of these students performing at each competency level of the alternate standardized assessment
- Number and percentage of all students retained in **K-8**, by grade
- Number and percentage of students who were promoted for good cause, by each category of good cause

Resources

- MDE Literacy Resources
<http://www.mde.k12.ms.us/literacy>
- Mississippi Literacy-Based Promotion Act Implementation Guide
<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Literacy/LBPA-Implementation-Guide-2014.08.18.pdf>
- Parent Read-at-Home Plan
<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Literacy/Parent-Read-At-Home-Plan-2014.08.18.pdf>
- Literacy Communications Toolkit
<http://www.mde.k12.ms.us/ms-college-career-standards/literacy-toolkit>
- Good Cause Exemption Documentation
<http://www.mde.k12.ms.us/OSA/RSA>