

# SAGE Student Level Report Family Guide

## Fall 2014

### Understanding Your Child's Test Scores

In the spring of 2014, your student took one or more SAGE tests measuring his or her knowledge of the Utah Core Standards. These newly adopted standards reflect the knowledge and skills that students will need to succeed in careers and college. Along with the *content standards* (the knowledge and skills to be taught), Utah educators have also established *proficiency levels* that establish a "proficiency score" for the test.

The proficiency levels established for SAGE are more challenging than prior tests. They provide a more realistic assessment of what your student will need to know to succeed in college or start his or her career. These standards include increased expectations for post high school readiness that meet nationally and internationally competitive standards.

The guide below points out some key information to help you understand your student's score report. Please contact your student's school to get a copy of his or her report. For more information related to the score reports, please visit [www.sageportal.org](http://www.sageportal.org). For more information about SAGE, please visit [www.schools.utah.gov/SAGE/](http://www.schools.utah.gov/SAGE/).

**1** Students will receive one report for each test. This display shows the test in which the student participated.

**2** This display identifies the student and reports his or her **Scale Score** and **Proficiency Level** on the test. Both indicate how well students performed on the test.

**3** This graphic shows your student's **Scale Score** on the left, along with an explanation of what it means on the right. *Scale score ranges* are displayed at the top and bottom of the graphic; for this grade and subject the range is 100-999. Utah educators have established four **Proficiency Levels**, and the text to the right of the barrel describes what each level means. Students reaching a level of Proficient or higher are on track to be prepared for careers, college, and everyday life when they graduate high school.

#### Individual Student Report

*How did my student perform on the ELA test?*

**Test:** ELA Grade 7  
**Year:** 2013-2014  
**Name:** Demo, Student

**1**

#### Legend: Strength And Weakness Indicator

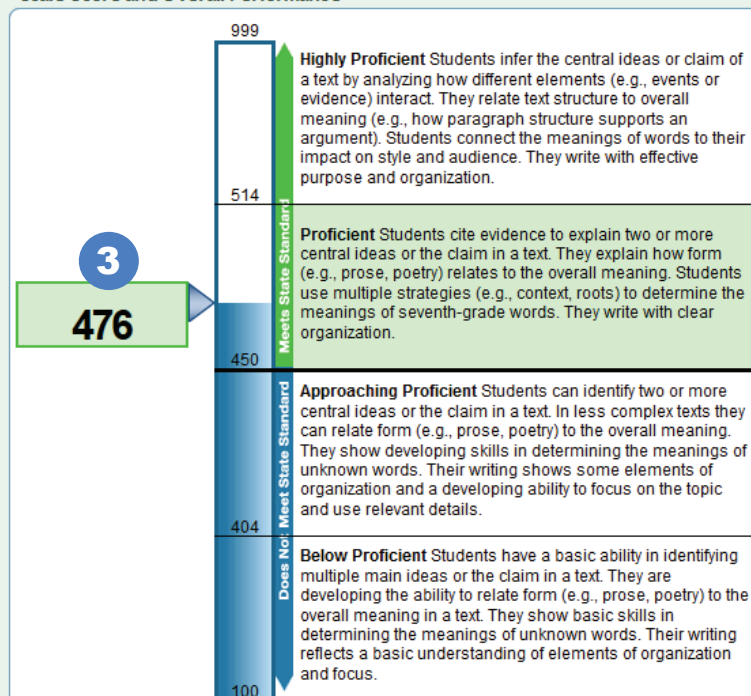
✚ Better than performance on the test as a whole    = Similar to performance on the test as a whole  
✚ Worse than performance on the test as a whole    ♦ Too Few Items or Too Few Students

#### Student Test Performance

**2**

Name	SSID	Birth Date	Scale Score	Proficiency Level
Demo, Student	1234567	05/12/2000	476	Level 3 - Proficient

#### Scale Score and Overall Performance



#### Reporting Categories

**4**

Reporting Category	Scale Score	Relative Strength and Weakness Indicator
Reading Literature	407	✚
Reading Informational Text	552	✚
Listening Comprehension	330	✚
Writing	530	✚
Language	475	=

**4** ELA, math, and science content is measured by the SAGE exams. This section reports the student's scale score for each of these content areas. The **Relative Strengths and Weaknesses Indicator** graphically indicates how your student performed in these different content areas, in relation to his or her overall performance on the test. The ✚ indicates the student performed better in this category than on the overall test. The = indicates the student performed similarly to their performance on the overall test, and the ✚ indicates the student performed lower in this category than on the overall test. Please note that a student's report is best interpreted recognizing that there is a standard error of measurement associated with all student scores; for example if a student were to retake the test it would be highly unlikely that they would receive the exact same scores.

**5** The **Average Scale Score** and **Percent Proficient** for all tested students in the state, district, and school levels can be found in this table. **Average Scale Scores** provide a quick comparison of the student's performance to the average state, district, and school level scale scores. **Percent Proficient** results report the number of students that have reached a level of *Proficient* or higher.

100 reflects a basic understanding of elements of organization and focus.

**6** The **Student Performance on Writing** section offers detailed descriptions on how your student performed on the writing portion of the ELA assessment. This section is specific to ELA and does not display on the math and science reports.

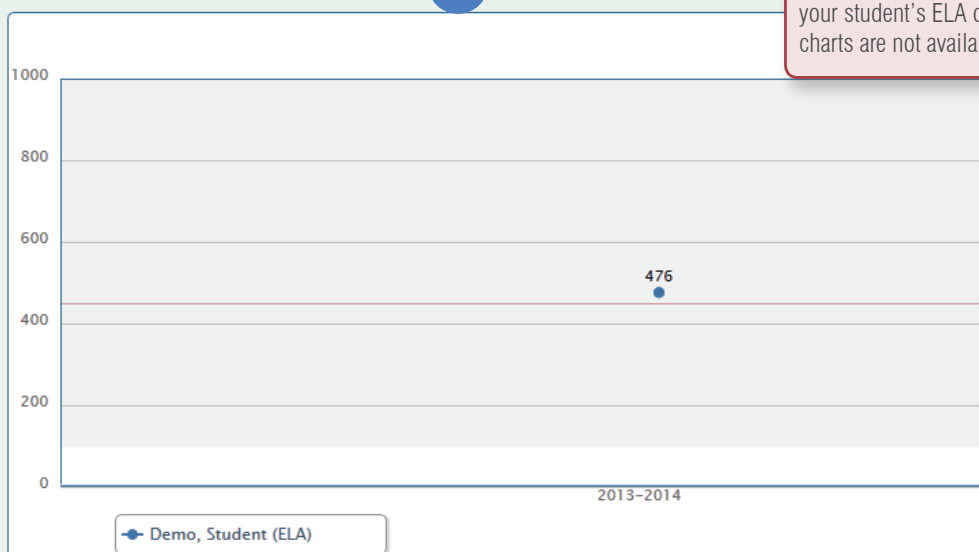
#### Comparison Scores **5**

Name	Average Scale Score	Percent Proficient
Utah	429	42
Demo District	453	55
Demo Middle	485	69
Demo, Teacher	476	67
Demo, 7	512	86

#### Student Performance on Writing **6**

Essay	Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Informative / Explanatory	The student's essay is a developed response that fits the task and is focused on the central idea. The essay has an appropriate structure, and the ideas build on one another. The writing flows well and includes an introduction and conclusion that fit the audience and purpose.	The student's essay uses cited facts and details from the provided sources to support the central idea. The evidence is general to the subject rather than specific to the prompt. The essay uses many writing techniques and a mix of general and precise, subject-specific language to explain ideas. The language is appropriate for the audience and purpose.	The student's essay shows command of grade-level English grammar, usage, spelling, and punctuation. The student uses phrases and clauses to create a variety of sentence types (e.g., simple, complex). The student places phrases correctly, avoiding misplaced modifiers.
Opinion / Argumentative	The student's essay includes a clear claim and provides supporting ideas and evidence. The essay uses an appropriate structure (e.g., order of importance) and transitions (e.g., "furthermore," "moreover," "finally") to make the writing flow. The writing clearly connects ideas and addresses opposing claims.	The student's essay gives adequate support for the claim by using cited evidence from the provided sources. The essay shows satisfactory command of different writing techniques. The writing sufficiently expresses ideas by using both precise language (e.g., academic terms, subject-specific vocabulary) and general language that is appropriate for the audience and purpose.	The student's essay shows command of grade-level English grammar, usage, spelling, and punctuation. The student uses phrases and clauses to create a variety of sentence types (e.g., simple, complex). The student places phrases correctly, avoiding misplaced modifiers.

#### Student Performance Over Time **7**



**7** The **Trend Chart** shows your student's ELA or math baseline score for this year. In future years, it will show how your student's ELA or math score changed over time. Trend charts are not available for the science assessments.

#### Next Steps

##### What do these results mean for my student?

Families and Utah educators can work together using this data to improve each student's post high school success. If your student is not yet proficient on one or more of the SAGE assessments, talk to his or her teacher to understand the plan to get there.

#### Tips to Student Success in School

- Let your child know you think education is important.
- Make sure your child gets a good night's rest and eats a good breakfast.
- Set a daily study time.
- Discuss homework with your child. Stress responsibility for doing the work and check to see that assignments are completed.
- Keep track of your child's progress throughout the year. Praise success. Talk with your child's teacher about any areas of concern.

- Encourage your child to ask questions at home or in class.
- Encourage your child to read and write independently.
- Look for ways to make learning part of everyday activities.

- **100 Ways to Help Your Child Succeed in School**  
[http://www.pta.org/files/100Ways\\_brochure-en.pdf](http://www.pta.org/files/100Ways_brochure-en.pdf)
- **Resources for Parents to Promote Academic Success**  
<http://www2.ed.gov/parents/academic/help/hyc.html>