

Sample Reports Overview

We strive to present your reports in a visually efficient format to help you understand the data in a meaningful and unambiguous way. Included are: (1) student reports, (2) classroom reports, (3) school and district reports, and (4) rater notes.

Click on any report for a full-sized version.

Student Reports

- 1) Six trait scores (based on two reads)
- 2) Common Core language and writing check
- 3) Individual comments (optional)

Student Report

Jonathan Smith
462050
Teacher: William Hansen
Grade: 7

Marshall Middle School

Sample SD Writing Assessment
Spring 2014

Six Trait Evaluation

Scores are a six-point scale
Average of two reads

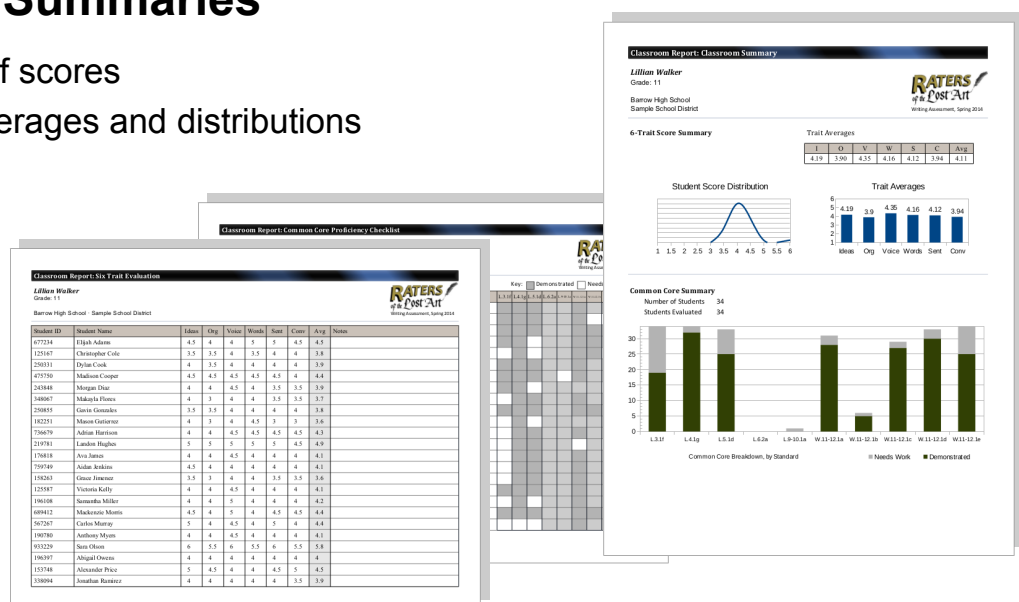
Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
5	5	5	4	4.5	4.5

Common Core Standards Check

Standard	Evaluation
L.3.1f	Students subject with and precision understand agreement.
L.3.1g	Students use frequently content words (e.g., its, his, hers, there, their).
L.3.2a	Use punctuation to separate items in a series.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonessential or parenthetical elements.
L.7.2b	Use appropriate conventions to create cohesion and clarify the relationships among ideas and concepts.
L.7.2c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
L.7.2d	Use appropriate evidence to create cohesion and clarify the relationships among ideas and concepts.
L.7.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.
L.7.2f	Establish and maintain a formal style.
L.7.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.

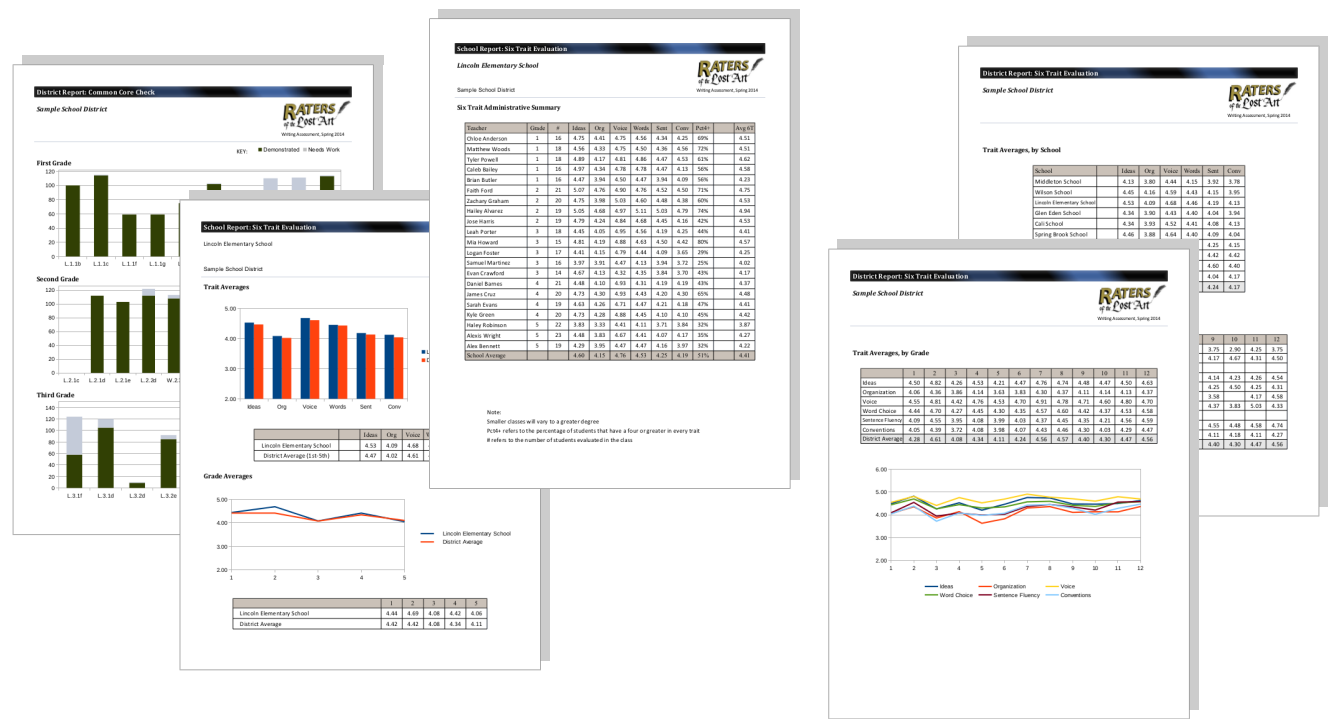
Classroom Summaries

- 1) Student lists of scores
- 2) Classroom averages and distributions



School and District Summaries

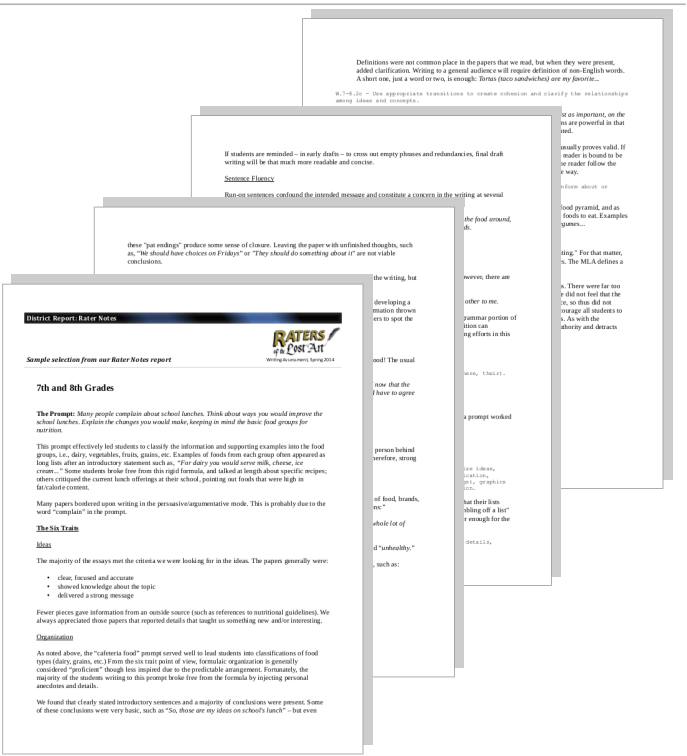
School and district reports provide an administrative overview from both a six trait and Common Core perspective.



Rater Notes

Rater Notes address various trends, habits or other idiosyncrasies that occasionally occur in a district, school or class. The report provides a summary of observations and suggestions, including commentary on the prompt, the traits, and the grade specific Common Core language and writing standards.

This sample is a selection from the seventh and eighth grades; however, we comment on each grade level grouping.



Student Report

Jonathan Smith

462050

Marshall Middle School

Teacher: William Hanson

Grade: 7

Sample SD Writing Assessment

Spring 2014

Six Trait Evaluation

Scored on a six point scale
Average of two reads

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
5	5	5	4	4.5	4.5

Common Core Standards Check

Standard		Evaluation
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	Needs Work
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	Needs Work
L.5.2a	Use punctuation to separate items in a series.	Demonstrated
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Demonstrated
L.7.2b	Spell correctly.	Demonstrated
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Demonstrated
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Demonstrated
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Demonstrated
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Demonstrated
W.7.2e	Establish and maintain a formal style.	Demonstrated
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Demonstrated

Classroom Report: Classroom Summary

Lillian Walker

Grade: 11

Barrow High School
Sample School District

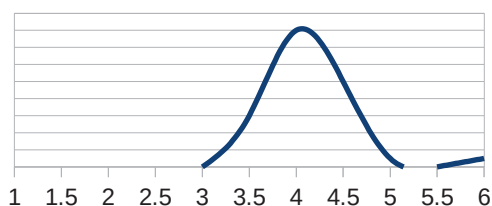


6-Trait Score Summary

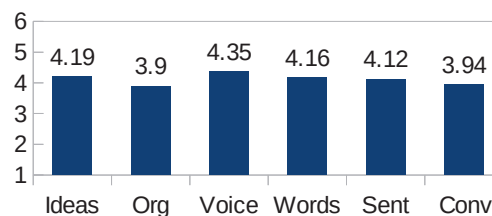
Trait Averages

I	O	V	W	S	C	Avg
4.19	3.90	4.35	4.16	4.12	3.94	4.11

Student Score Distribution

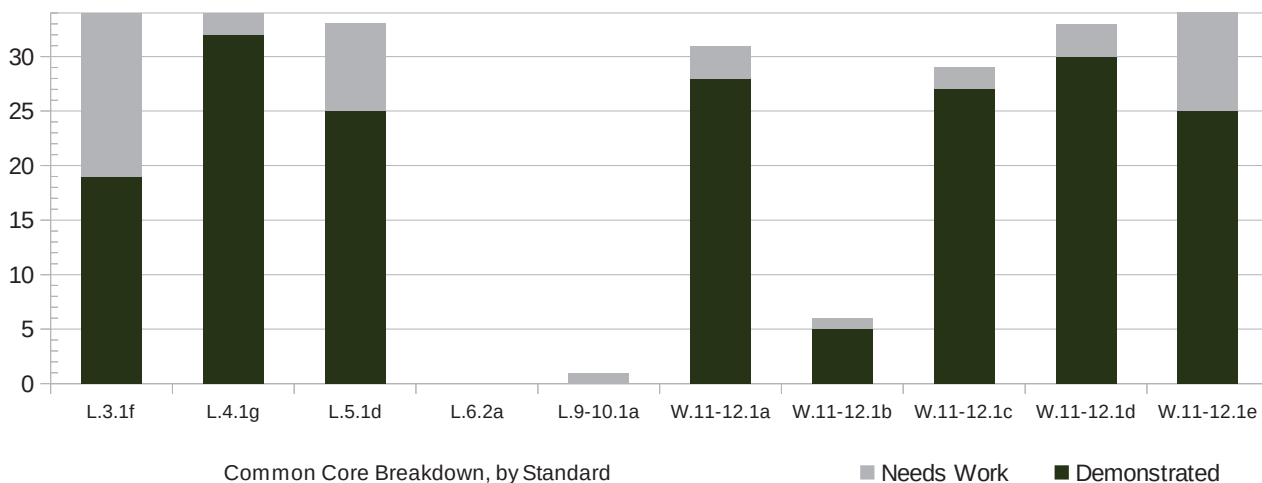


Trait Averages



Common Core Summary

Number of Students 34
Students Evaluated 34



Classroom Report: Six Trait Evaluation
Lillian Walker

Grade: 11

Barrow High School · Sample School District



Student ID	Student Name	Ideas	Org	Voice	Words	Sent	Conv	Avg	Notes
677234	Elijah Adams	4.5	4	4	5	5	4.5	4.5	
125167	Christopher Cole	3.5	3.5	4	3.5	4	4	3.8	
250331	Dylan Cook	4	3.5	4	4	4	4	3.9	
475750	Madison Cooper	4.5	4.5	4.5	4.5	4.5	4	4.4	
243848	Morgan Diaz	4	4	4.5	4	3.5	3.5	3.9	
348067	Makayla Flores	4	3	4	4	3.5	3.5	3.7	
250855	Gavin Gonzales	3.5	3.5	4	4	4	4	3.8	
182251	Mason Gutierrez	4	3	4	4.5	3	3	3.6	
736679	Adrian Harrison	4	4	4.5	4.5	4.5	4.5	4.3	
219781	Landon Hughes	5	5	5	5	5	4.5	4.9	
176818	Ava James	4	4	4.5	4	4	4	4.1	
759749	Aidan Jenkins	4.5	4	4	4	4	4	4.1	
158263	Grace Jimenez	3.5	3	4	4	3.5	3.5	3.6	
125587	Victoria Kelly	4	4	4.5	4	4	4	4.1	
196108	Samantha Miller	4	4	5	4	4	4	4.2	
689412	Mackenzie Morris	4.5	4	5	4	4.5	4.5	4.4	
567267	Carlos Murray	5	4	4.5	4	5	4	4.4	
190780	Anthony Myers	4	4	4.5	4	4	4	4.1	
933229	Sara Olson	6	5.5	6	5.5	6	5.5	5.8	
196397	Abigail Owens	4	4	4	4	4	4	4	
153748	Alexander Price	5	4.5	4	4	4.5	5	4.5	
338094	Jonathan Ramirez	4	4	4	4	4	3.5	3.9	

Classroom Report: Common Core Proficiency Checklist
Lillian Walker

Grade: 11

Barrow High School · Sample School District


Key: ☒ Demonstrated ☐ Needs Work ☐ N/A

Student ID	Student Name	L.3.1f	L.4.1g	L.5.1d	L.6.2a	L.9-10.1a	W.11-12.1a	W.11-12.1b	W.11-12.1c	W.11-12.1d	W.11-12.1e
677234	Elijah Adams										
125167	Christopher Cole										
250331	Dylan Cook										
475750	Madison Cooper										
243848	Morgan Diaz										
348067	Makayla Flores										
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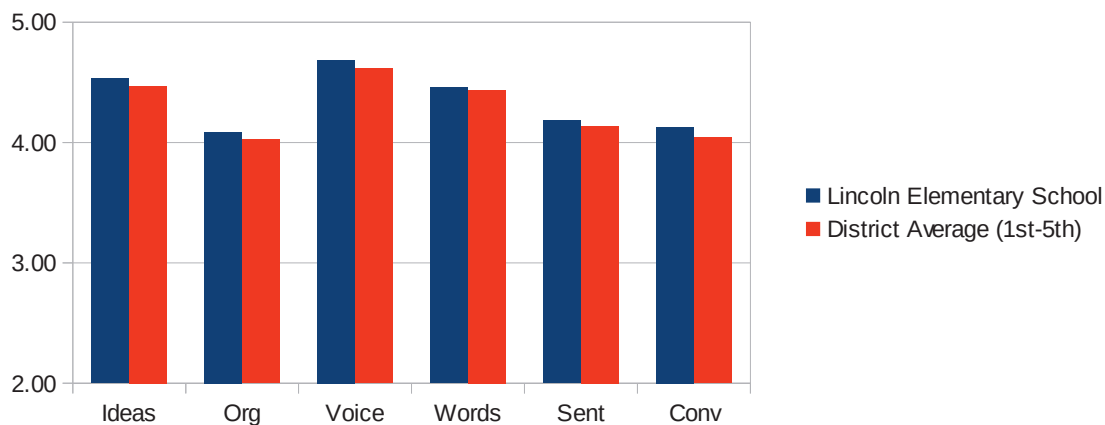
School Report: Six Trait Evaluation

Lincoln Elementary School

Sample School District

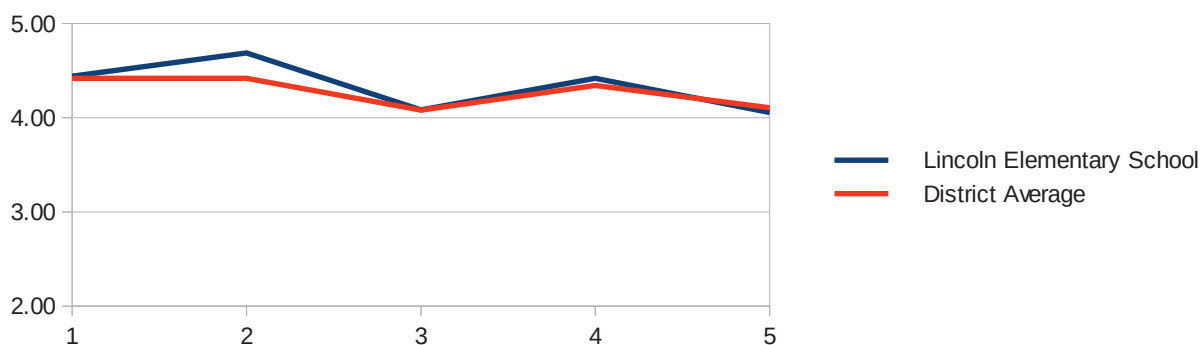


Trait Averages



		Ideas	Org	Voice	Words	Sent	Conv
Lincoln Elementary School		4.53	4.09	4.68	4.46	4.19	4.13
District Average (1st-5th)		4.47	4.02	4.61	4.44	4.14	4.04

Grade Averages



	1	2	3	4	5
Lincoln Elementary School	4.44	4.69	4.08	4.42	4.06
District Average	4.42	4.42	4.08	4.34	4.11

School Report: Six Trait Evaluation

Lincoln Elementary School

Sample School District



Six Trait Administrative Summary

Teacher	Grade	#	Ideas	Org	Voice	Words	Sent	Conv	Pct4+		Avg 6T
Chloe Anderson	1	16	4.75	4.41	4.75	4.56	4.34	4.25	69%		4.51
Matthew Woods	1	18	4.56	4.33	4.75	4.50	4.36	4.56	72%		4.51
Tyler Powell	1	18	4.89	4.17	4.81	4.86	4.47	4.53	61%		4.62
Caleb Bailey	1	16	4.97	4.34	4.78	4.78	4.47	4.13	56%		4.58
Brian Butler	1	16	4.47	3.94	4.50	4.47	3.94	4.09	56%		4.23
Faith Ford	2	21	5.07	4.76	4.90	4.76	4.52	4.50	71%		4.75
Zachary Graham	2	20	4.75	3.98	5.03	4.60	4.48	4.38	60%		4.53
Hailey Alvarez	2	19	5.05	4.68	4.97	5.11	5.03	4.79	74%		4.94
Jose Harris	2	19	4.79	4.24	4.84	4.68	4.45	4.16	42%		4.53
Leah Porter	3	18	4.45	4.05	4.95	4.56	4.19	4.25	44%		4.41
Mia Howard	3	15	4.81	4.19	4.88	4.63	4.50	4.42	80%		4.57
Logan Foster	3	17	4.41	4.15	4.79	4.44	4.09	3.65	29%		4.25
Samuel Martinez	3	16	3.97	3.91	4.47	4.13	3.94	3.72	25%		4.02
Evan Crawford	3	14	4.67	4.13	4.32	4.35	3.84	3.70	43%		4.17
Daniel Barnes	4	21	4.48	4.10	4.93	4.31	4.19	4.19	43%		4.37
James Cruz	4	20	4.73	4.30	4.93	4.43	4.20	4.30	65%		4.48
Sarah Evans	4	19	4.63	4.26	4.71	4.47	4.21	4.18	47%		4.41
Kyle Green	4	20	4.73	4.28	4.88	4.45	4.10	4.10	45%		4.42
Haley Robinson	5	22	3.83	3.33	4.41	4.11	3.71	3.84	32%		3.87
Alexis Wright	5	23	4.48	3.83	4.67	4.41	4.07	4.17	35%		4.27
Alex Bennett	5	19	4.29	3.95	4.47	4.47	4.16	3.97	32%		4.22
School Average			4.60	4.15	4.76	4.53	4.25	4.19	51%		4.41

Note:

Smaller classes will vary to a greater degree

Pct4+ refers to the percentage of students that have a four or greater in every trait

refers to the number of students evaluated in the class

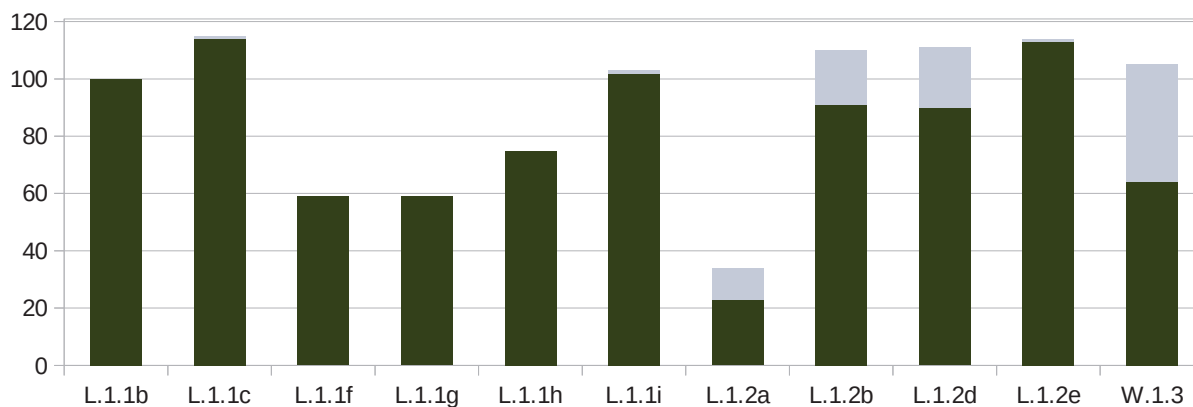
District Report: Common Core Check

Sample School District

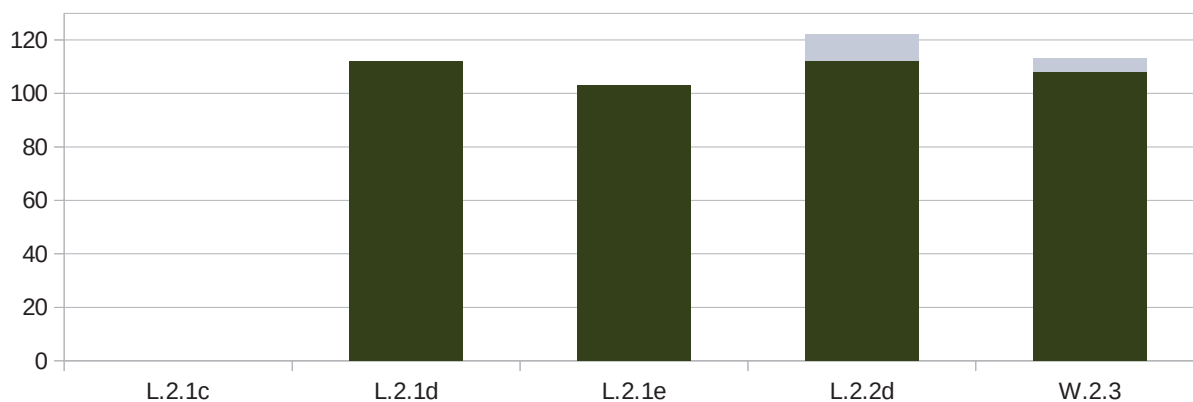


KEY: ■ Demonstrated ■ Needs Work

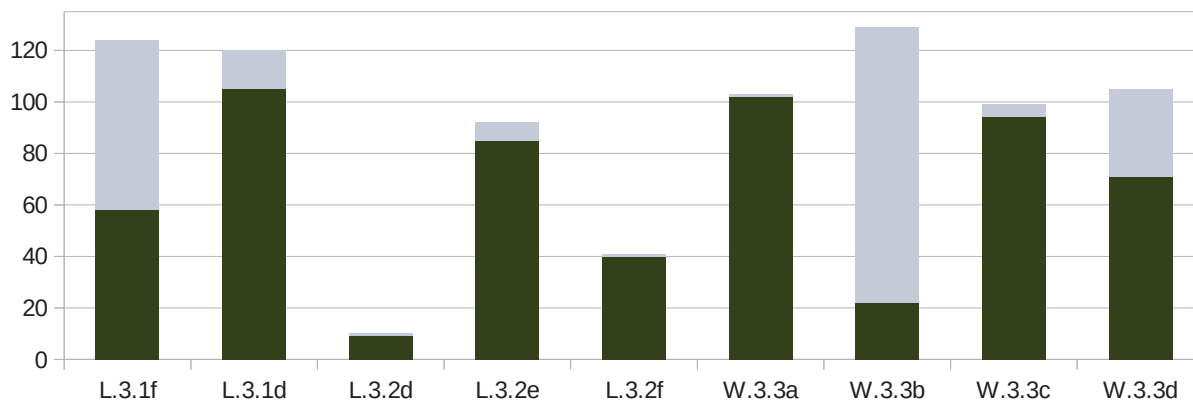
First Grade



Second Grade



Third Grade



District Report: Six Trait Evaluation

Sample School District



Trait Averages, by School

School		Ideas	Org	Voice	Words	Sent	Conv
Middleton School		4.13	3.80	4.44	4.15	3.92	3.78
Wilson School		4.45	4.16	4.59	4.43	4.15	3.95
Lincoln Elementary School		4.53	4.09	4.68	4.46	4.19	4.13
Glen Eden School		4.34	3.90	4.43	4.40	4.04	3.94
Cali School		4.34	3.93	4.52	4.41	4.08	4.13
Spring Brook School		4.46	3.88	4.64	4.40	4.09	4.04
Prairie Lake School		4.55	4.15	4.68	4.57	4.25	4.15
Marshall Middle School		4.76	4.26	4.90	4.56	4.42	4.42
Carmello High School		4.71	4.33	4.86	4.55	4.60	4.40
TLAF Learning Community		4.24	3.94	4.39	4.30	4.04	4.17
District Average		4.53	4.10	4.68	4.46	4.24	4.17

Grade Averages, by School

School	1	2	3	4	5	6	7	8	9	10	11	12
ATQ	4.42	4.29	4.02	4.50	4.02	3.83	4.42	4.30	3.75	2.90	4.25	3.75
KAK	3.50	4.22	3.97	4.14	4.38	4.13	4.33	4.56	4.17	4.67	4.31	4.50
LES	4.44	4.69	4.08	4.42	4.06							
GES	3.38	4.68	4.07	4.19	4.21	4.04	4.30	4.42	4.14	4.23	4.26	4.54
CCS	4.52	4.25	4.19	4.01	4.15	3.85	4.41	4.35	4.25	4.50	4.25	4.31
SBS	4.32	4.62	4.00	4.06	4.27	3.90	4.50	4.50	3.58		4.17	4.58
PLS	4.44	4.04	4.26	4.83	4.03	4.27	4.55	4.35	4.37	3.83	5.03	4.33
MMS						4.36	4.66	4.64				
CHS									4.55	4.48	4.58	4.74
TLC									4.11	4.18	4.11	4.27
District Average	4.28	4.61	4.08	4.34	4.11	4.24	4.56	4.57	4.40	4.30	4.47	4.56

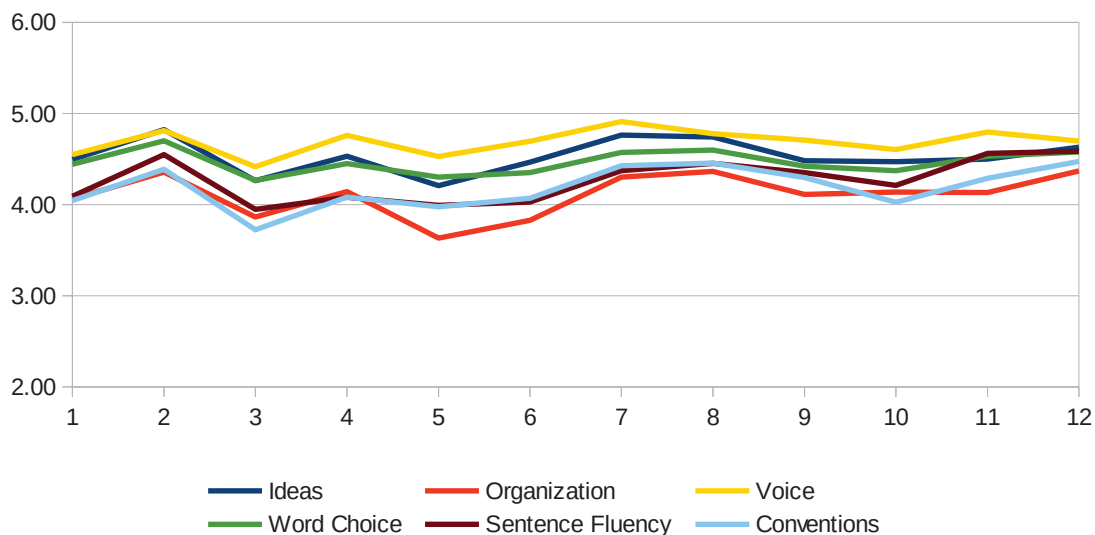
District Report: Six Trait Evaluation

Sample School District



Trait Averages, by Grade

	1	2	3	4	5	6	7	8	9	10	11	12
Ideas	4.50	4.82	4.26	4.53	4.21	4.47	4.76	4.74	4.48	4.47	4.50	4.63
Organization	4.06	4.36	3.86	4.14	3.63	3.83	4.30	4.37	4.11	4.14	4.13	4.37
Voice	4.55	4.81	4.42	4.76	4.53	4.70	4.91	4.78	4.71	4.60	4.80	4.70
Word Choice	4.44	4.70	4.27	4.45	4.30	4.35	4.57	4.60	4.42	4.37	4.53	4.58
Sentence Fluency	4.09	4.55	3.95	4.08	3.99	4.03	4.37	4.45	4.35	4.21	4.56	4.59
Conventions	4.05	4.39	3.72	4.08	3.98	4.07	4.43	4.46	4.30	4.03	4.29	4.47
District Average	4.28	4.61	4.08	4.34	4.11	4.24	4.56	4.57	4.40	4.30	4.47	4.56



District Report: Rater Notes



Sample selection from our Rater Notes report

Writing Assessment, Spring 2014

7th and 8th Grades

The Prompt: *Many people complain about school lunches. Think about ways you would improve the school lunches. Explain the changes you would make, keeping in mind the basic food groups for nutrition.*

This prompt effectively led students to classify the information and supporting examples into the food groups, i.e., dairy, vegetables, fruits, grains, etc. Examples of foods from each group often appeared as long lists after an introductory statement such as, “For dairy you would serve milk, cheese, ice cream...” Some students broke free from this rigid formula, and talked at length about specific recipes; others critiqued the current lunch offerings at their school, pointing out foods that were high in fat/calorie content.

Many papers bordered upon writing in the persuasive/argumentative mode. This is probably due to the word “complain” in the prompt.

The Six Traits

Ideas

The majority of the essays met the criteria we were looking for in the ideas. The papers generally were:

- clear, focused and accurate
- showed knowledge about the topic
- delivered a strong message

Fewer pieces gave information from an outside source (such as references to nutritional guidelines). We always appreciated those papers that reported details that taught us something new and/or interesting.

Organization

As noted above, the “cafeteria food” prompt served well to lead students into classifications of food types (dairy, grains, etc.) From the six trait point of view, formulaic organization is generally considered “proficient” though less inspired due to the predictable arrangement. Fortunately, the majority of the students writing to this prompt broke free from the formula by injecting personal anecdotes and details.

We found that clearly stated introductory sentences and a majority of conclusions were present. Some of these conclusions were very basic, such as “So, those are my ideas on school's lunch” – but even

these "pat endings" produce some sense of closure. Leaving the paper with unfinished thoughts, such as, "*We should have choices on Fridays*" or "*They should do something about it*" are not viable conclusions.

A notable number of concluding sentences did not always summarize the "big" idea of the writing, but rather, the *last* idea in the last paragraph.

We noticed several papers missing paragraphs altogether. While there is no law against developing a topic in one tightly knit paragraph, many of these papers contained a mishmash of information thrown together. Paragraphs help guide the logic and development of the thesis, and allow readers to spot the information quickly.

Voice

We were not surprised to "hear" strong voice in connection with the topic of cafeteria food! The usual tone was sincere and appropriate for the purpose and audience:

A lot of students complain about the school lunches served in the cafeteria, and I now that the school lunches have to have a certain amount of nutritional values in them. But, I have to agree that they are not the best.

Some writers infused the topic with a great deal of "flavorful" voice:

Do you know whats grosser than airplane food for me? School food!

From the six point standpoint, voice is what adds energy to the writing, and reflects the person behind the words. The topic of cafeteria food generated strong opinions and preferences, and therefore, strong voice.

Word Choice

The word choice benefited from the prompt, in that students wrote about specific types of food, brands, and "favorites." Many students included detailed examples of food types, such as "greens:"

Start with some greens like asparagus or broccoli, chives, beans and there is a whole lot of other things that would be and taste delectable to the human mouth.

Very few papers limited the word choice to strictly generic words, such as "*healthy*" and "*unhealthy*."

Misused prepositions caused a bump and a jolt in the course of reading some sentences, such as:

[Candy] will be bad to your teeth.

Deleting excess words smooths the path for the reader:

In my opinion and concern...

Instead of having no choices to choose from...

If students are reminded – in early drafts – to cross out empty phrases and redundancies, final draft writing will be that much more readable and concise.

Sentence Fluency

Run-on sentences confound the intended message and constitute a concern in the writing at several grade levels. Here's one clunker that should have been caught in the revision process:

The kids complain about the food because, they will not be hungry and throw the food around, they will just not eat it because they will try to act "cool" in front of their friends.

It's hard to know exactly what the student means in this example.

Conventions

By middle school, we expect to see the most basic grammatical errors eliminated. However, there are still problems in language usage.

I don't like it when people coming up to me and this then that, telling on each other to me.

While apostrophes, commas, paragraphing and capitalization are often in place, the grammar portion of conventions is not as consistent as we would hope to see. At times, the wrong preposition can negatively impact the writing. It is evident that students and teachers are making strong efforts in this area and we can always improve as writers.

The Common Core

L.4.1g - Correctly use frequently confused words (e.g., to, too, two; there, their).

Evidence of corrections, awareness.

L.5.2a - Use punctuation to separate items in a series.

This particular standard was well met at both grade levels. Again, the cafeteria prompt worked well to lead writers naturally into listing food types in a series.

L.7.2b/ L.8.2c - Spell correctly.

Editing needed - students are encouraged to use the dictionary.

W.7.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Students can be encouraged, for future writing assignments, to make certain that their lists contain technical authority in the form of classifications. The mere act of "rambling off a list" (whether it be of favorite activities, favorite singers, of favorite foods) is never enough for the purpose of an essay.

W.7-8.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Definitions were not common place in the papers that we read, but when they were present, added clarification. Writing to a general audience will require definition of non-English words. A short one, just a word or two, is enough: *Tortas (taco sandwiches) are my favorite...*

W.7-8.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

More transitional words and phrases are needed to link ideas; *even so, just as important, on the other hand, instead of, what matters most*, are a few examples. Transitions are powerful in that they begin to shape the reader's thinking before the information is presented.

Entire pages of texts without paragraphs are a red flag, and the warning usually proves valid. If the writer cannot decide where one thought ends and another begins, the reader is bound to be equally confused. A new paragraph for each subordinate idea will help the reader follow the "map" laid out in the introduction, with the help of transitions leading the way.

W.7-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Precise language and domain specific words appeared in relation to the food pyramid, and as mentioned earlier in the names of brands, cultural dishes, and in favorite foods to eat. Examples of domain-specific words used: *Food pyramid, gluten, carbohydrates, legumes...*

W.7-8.2e - Establish and maintain a formal style.

Regarding *formal style*, one rater commented: "'Gonna' is not formal writing." For that matter, neither is the word "'cause" - also commonly noted throughout the grades. The MLA defines a general audience as *"Educated people you do not know."*

One easy way to make writing more formal is to avoid using contractions. There were far too many contractions in the papers – and this holds true for most grades. We did not feel that the topic of "cafeteria food" demanded an excessively formal, academic voice, so thus did not penalize the use of contractions in formal style. Having said that, we encourage all students to omit "gonna," "'cause," and other informal contractions from their papers. As with the fashionable lower-case "i," this sort of shorthand diminishes a writer's authority and detracts from the seriousness of their thoughts and writing.