

# ENGLISH LANGUAGE ARTS EDUCATOR REPORT

**SHARREN HELLER**

Douglas Middle School

**GRADE 8**

Lincoln School District

## WHAT THE RESULTS MEAN

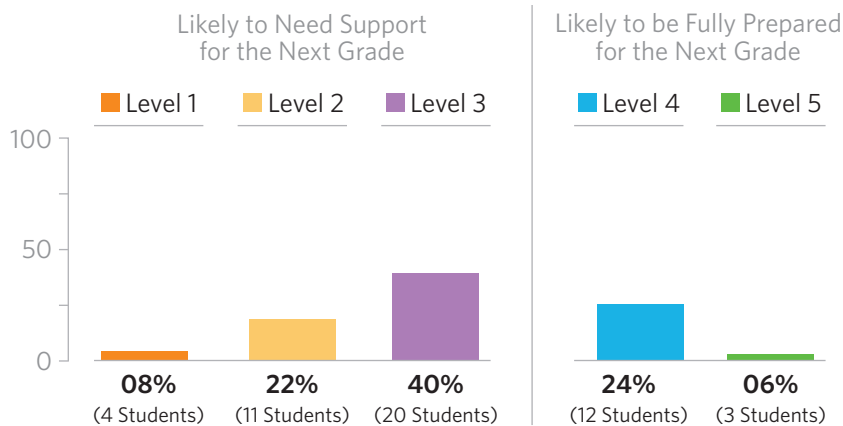
This report will help you answer many questions about your students' knowledge and skills.

- What is your classroom's overall performance?
- How did your students perform compared to other students in Grade 8?
- How well did your students learn specific knowledge and skills in Grade 8 English Language Arts?
- Are your students likely to be well prepared for challenging content in high school?

If you have questions while reading this report, please do not hesitate to contact Tembo School District's data specialist at **(800) 555-1234**.

## YOUR CLASSROOM'S PERFORMANCE ON THE 8TH GRADE ELA ASSESSMENT

### PERCENTAGE OF STUDENTS IN EACH PERFORMANCE LEVEL



**30%** of Students in your 8th Grade classroom are **Likely to be Fully Prepared** for the next grade and challenging content in high school.

**Level 5** Very strong understanding,  
highly likely to be fully prepared

**Level 4** Strong understanding,  
likely to be fully prepared

**Level 3** Moderate understanding,  
likely to need additional support to be fully prepared

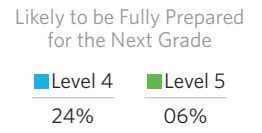
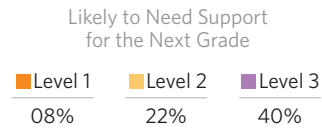
**Level 2** Partial understanding,  
likely to need substantial support to be fully prepared

**Level 1** Minimal understanding,  
highly likely to need substantial support to be fully prepared

## MORE INFORMATION

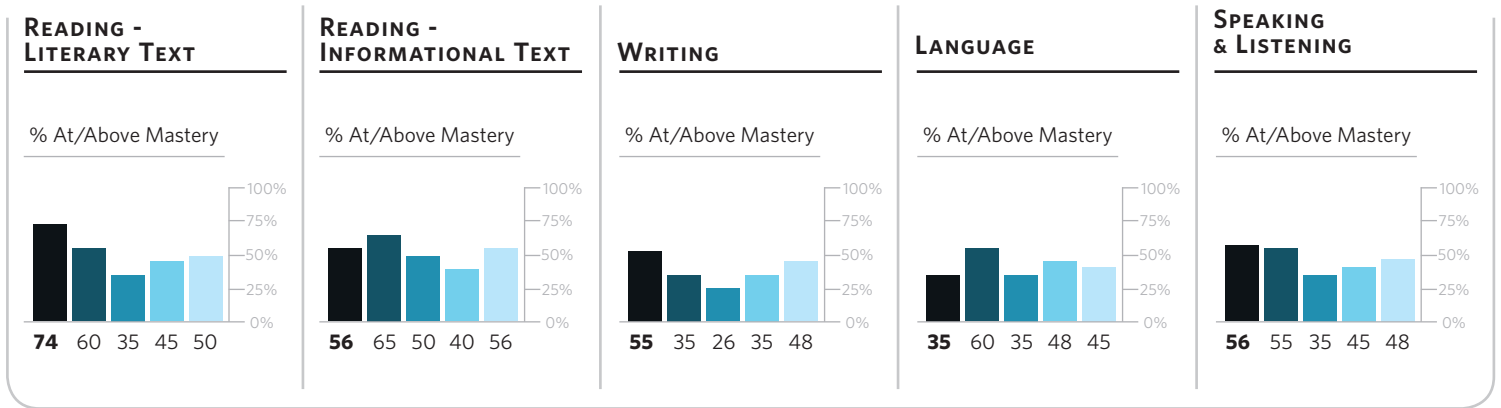
Review the second page of this report to see the categories that make up the overall score and to see how your students performed compared to other students at the same grade level in their school, district, state and consortium.

# ENGLISH LANGUAGE ARTS DETAILS



## ENGLISH LANGUAGE ARTS SCORING CATEGORIES

■ Your Classroom ■ Douglas Middle ■ Lincoln District ■ Jefferson State ■ Consortium



### Consortium States:

Adams, Franklin, Hancock, Hamilton, Jefferson

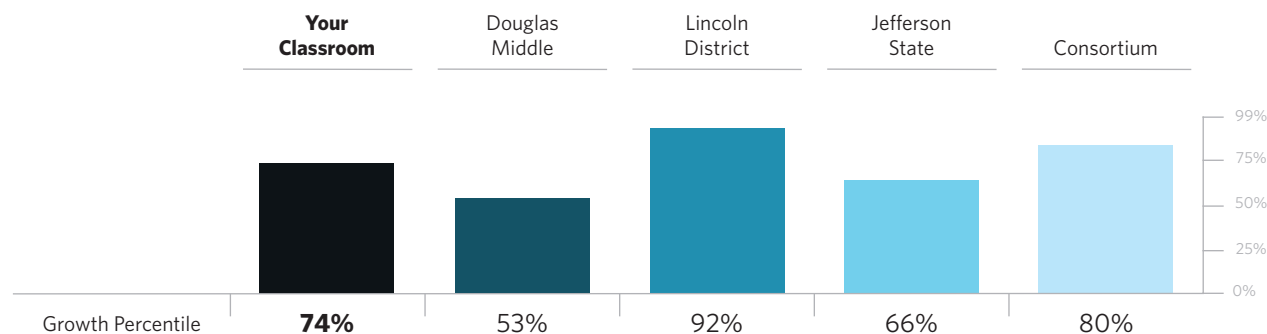
## YOUR CLASSROOM'S PERFORMANCE COMPARED

Percent of 8th Grade students in each Performance Level.

	Your Classroom	Douglas Middle	Lincoln District	Jefferson State	Consortium
Level 5	06%	10%	08%	14%	10%
Level 4	24%	32%	20%	26%	22%
Level 3	40%	36%	42%	38%	38%
Level 2	22%	18%	18%	18%	20%
Level 1	08%	04%	12%	04%	10%

## YOUR CLASSROOM'S ELA GROWTH COMPARED

In 2017, students in your classroom showed growth, on average, that was the same or better than **74%** of other students across Jefferson State.



# ENGLISH LANGUAGE ARTS DETAILS (STUDENT ROSTER)

Likely to Need Support  
for the Next Grade

Likely to be Fully Prepared  
for the Next Grade

■ Level 1    ■ Level 2    ■ Level 3  
 08%      22%      40%

■ Level 4    ■ Level 5  
 24%      06%

## 8TH GRADE STUDENT ROSTER

✓ At/Above Mastery

— Below Mastery

LAST NAME, FIRST NAME	PERFORMANCE LEVEL	OVERALL SCORE	READING LITERARY	READING INFORMATION	WRITING	LANGUAGE	SPEAKING & LISTENING
AMMER, SAMUEL		2300	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>
ANTHONY, THOMAS		2150	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>
BISHOP, JAMES		1425	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
CAROVILLANO, NATASHA		1980	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
CARTWRIGHT, DAVID		1720	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
FRANCESCONE, ISADORE		1835	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
LIN, SHARREN		2100	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
MENSCH, JON		2250	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>
MOORE, ERIC		1750	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>
RISLEY, MEGAN		1900	<span style="color: red;">—</span>	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>
SIEGRAVES, MICHAEL		2025	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: red;">—</span>
STEWART, STEVE		2050	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	<span style="color: red;">—</span>	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>