



# Confidential Student Performance Report

## Colorado Measures of Academic Success

Student: E184ALLG4PVFIRSTNAME  
ASTNAME4

SASID: 2019040085 Birthdate: 01/01/2007  
School: ALTURA ELEMENTARY SCHOOL (0214)  
District: ADAMS-ARAPAHOE 28J (0180)

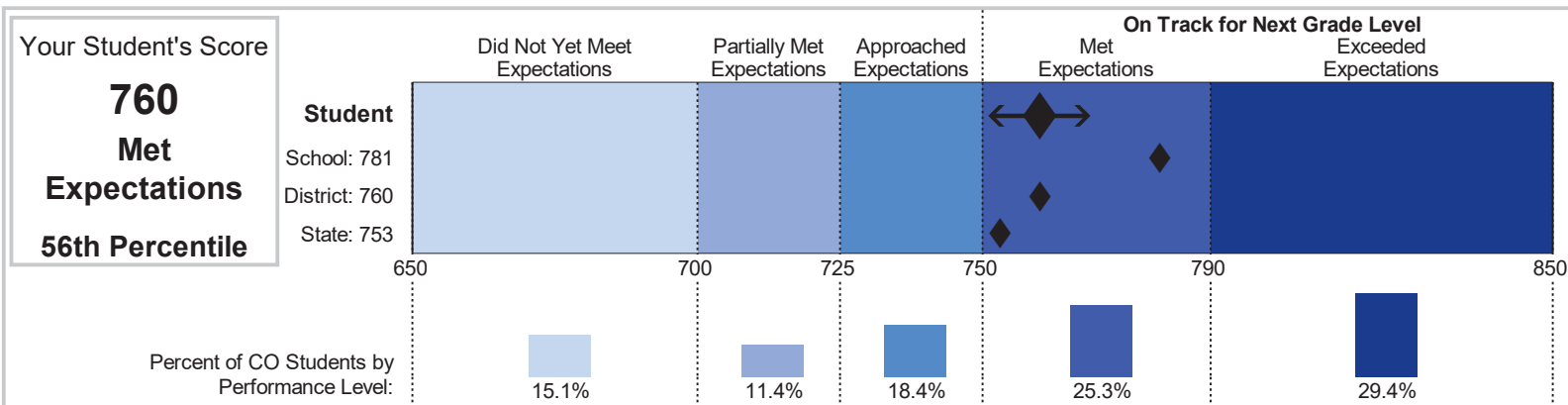
Spring 2019

### English Language Arts/Literacy

Grade 4

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) English Language Arts/Literacy test.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.



### Performance Level Descriptor - Met Expectations

Students who **Met Expectations** are on track for the next grade level and they typically demonstrate the following:

In **Reading**, the pattern exhibited by student responses indicates:

- With very complex text: the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
- With moderately complex text: the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
- With readily accessible text: the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

In **Written Expression**, students typically address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization. Students typically:

- Develop the topic and/or narrative elements using reasoning, details, text-based evidence, and/or description.
- Develop topic and/or narrative elements in a manner that is mostly appropriate to the task and purpose.
- Demonstrate purposeful organization that is mostly controlled and may include an introduction and/or conclusion.
- Use linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.

In **Knowledge and use of Language and Conventions**, students typically demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.

To view the full version of the performance level descriptors (PLDs), visit:

[http://www.cde.state.co.us/assessment/grade\\_4\\_english\\_language\\_arts\\_plds](http://www.cde.state.co.us/assessment/grade_4_english_language_arts_plds).

#### Purpose

This report describes your student's mastery of the Colorado Academic Standards in Reading and Writing.

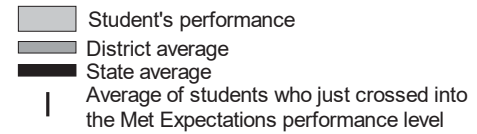
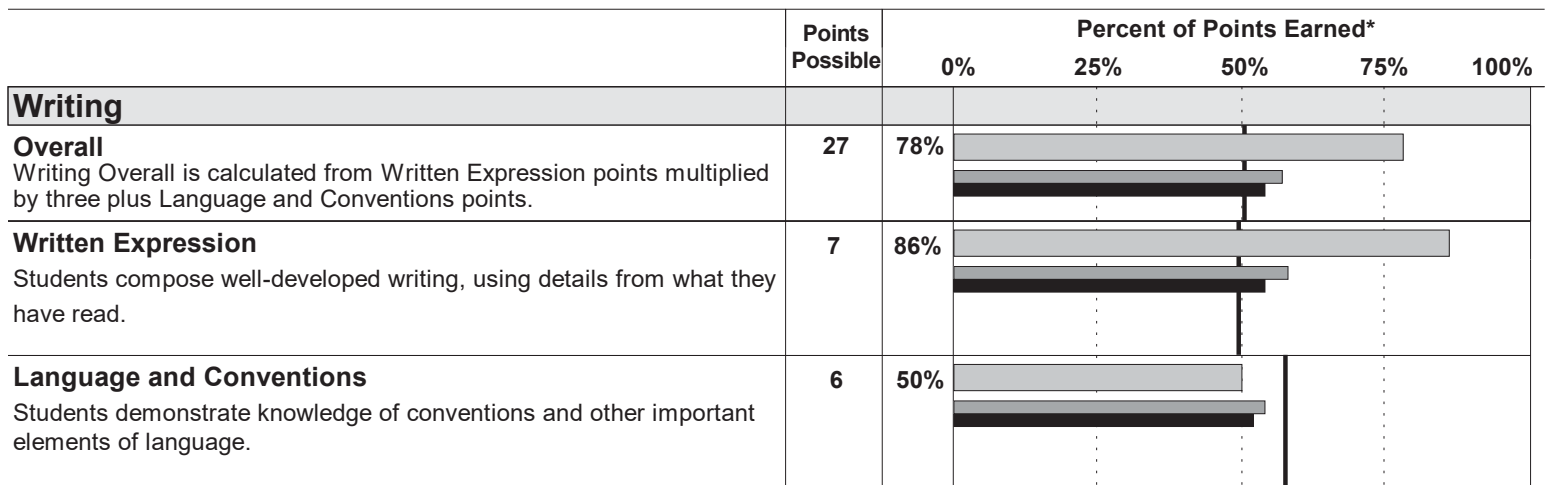
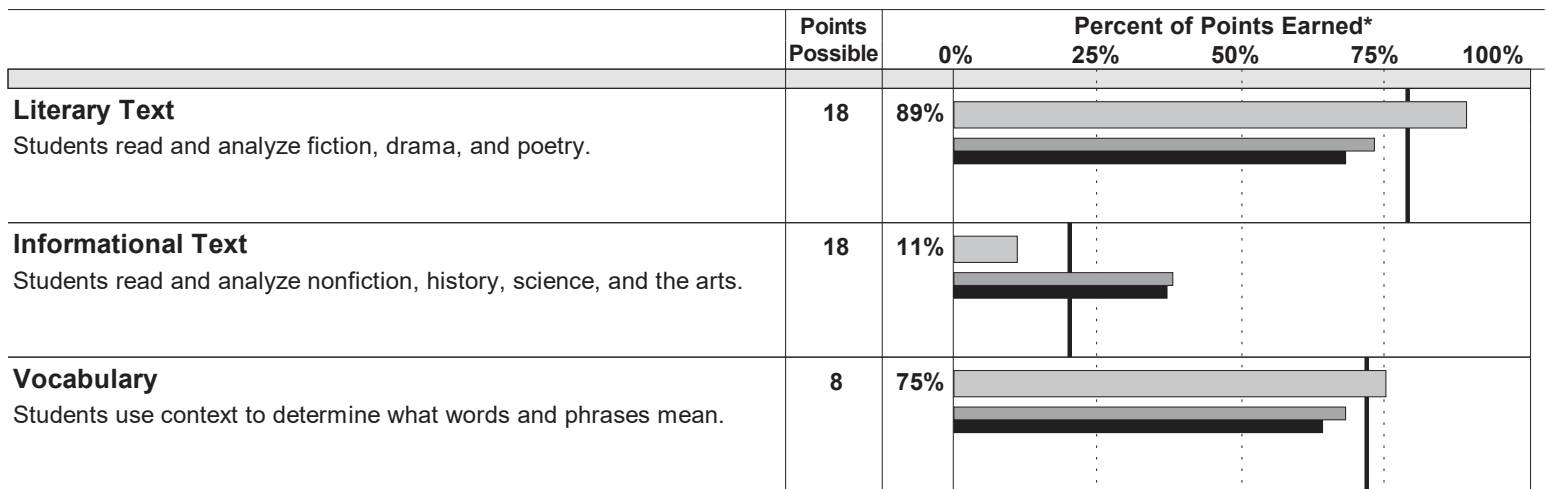
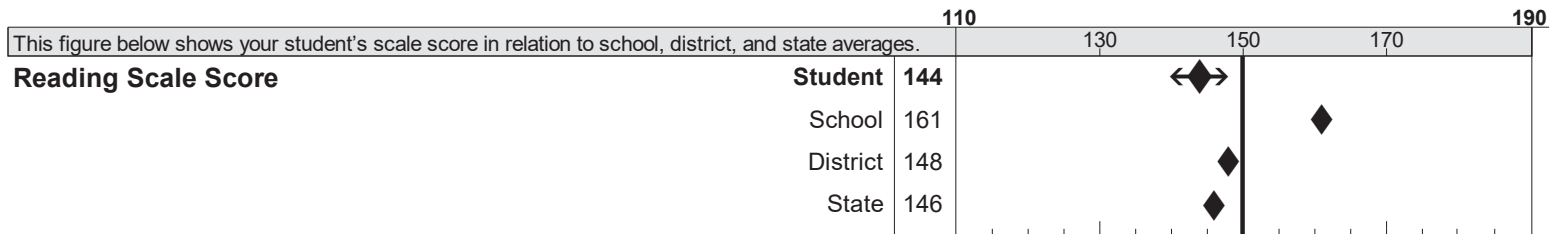
For more information on the CMAS assessment program, visit  
<http://www.cde.state.co.us/assessment/cmas>

## English Language Arts/Literacy

Confidential

**Subclaim Performance**

- Your student's overall performance in Reading is represented by the top diamond in the figure below.
- The percent of points your student earned for overall Writing and for each of the Reading and Writing subclaims is represented by the top bar in each of the other figures.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall English Language Arts/Literacy test.

**Reading**

\*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.

