

INTERPRETING ASSESSMENT SERIES DATA

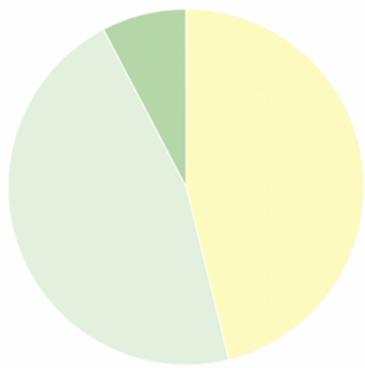


Review the Student Performance Groups to see how your students are meeting grade-level expectations.

CommonLit reports students' scores on a scale that runs from 150-250, with higher scores indicating higher student performance. Scaled scores are a performance measure that factors in students' performance and the difficulty of the assessment.

Students' scaled scores are translated into performance groups and percentile rankings. Performance groups track if students are meeting grade-level expectations. Percentiles show how they performed relative to other CommonLit students on the same assessment.

Students in the "Below or Approaching Grade" performance groups may need additional support to be successful. Students in the "Above Grade" performance group may need enrichment activities to stay engaged.



● Below or Approaching 8th Grade
● On 8th Grade
● Above 8th Grade

BELOW OR APPROACHING 8TH GRADE	ON 8TH GRADE	ABOVE 8TH GRADE
Wanda Li William Li Janet Perlstein Carlos Ramon Ralphie Tennelli Phoebe Terese	Cornelia Contralto Keesha Franklin Fiona Frizzle Jyoti Kaur Dorothy Ann Rourke Evan Rourke	Arnold Perlstein
<i>Scaled Scores 150 - 199</i>	<i>Scaled Scores 200 - 219</i>	<i>Scaled Scores 220 - 250</i>

**Student provided answers to less than 80% of questions.*



Examine scaled scores to track overall student performance.

Sort the Overall Performance by Student table by scaled scores to understand the relative ranking of your students. On the Mid-Year and Post-Assessments, you can consider celebrating students who have moved up in scaled scores. Carefully track and support students who have moved down.

LAST NAME	PERCENTILE RANKING ?	SCALED SCORE ?	PERCENT CORRECT ?
	All Students	203	83.58%
Contralto	48	218	85.71%
Franklin	40	212	77.78%
Frizzle	45	215	81.48%



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Analyze grouped standards data to understand skills trends across your class.

We recommend you confirm any trends you notice in assessment standards data by checking your formative standards data on Student Performance data pages.

If many students did poorly on Interaction of Ideas, use the CommonLit Library filters to search by target lessons or standard to find a supplemental text to practice this standard.

EVIDENCE RI.1 & RL.1 ?	CENTRAL IDEA/THEME RI.2 & RL.2 ?	INTERACTION OF IDEAS RI.3 & RL.3 ?	VOCABULARY AND LANGUAGE RI.4 & RL.4 ?	STRUCTURE RI.5 & RL.5 ?	POINT OF VIEW RI.6 & RL.6 ?
100%	67%	100%	100%	100%	100%
100%	67%	78%	100%	75%	100%
100%	33%	78%	100%	75%	100%
100%	33%	78%	100%	75%	100%
100%	33%	67%	100%	75%	100%
100%	33%	67%	100%	75%	100%
95%	23%	49%	69%	69%	100%



Download the Question Overview to analyze skill gaps with item analysis.

You can view class and student performance on each individual question. *Note: For test security, we don't provide answers keys.*

As you review, ask: What specific skill might students be struggling with? What are some common misunderstandings that students might have about the passage or question?

Fewer Bills, Fewer Problems (informational)			
Q1 - Part A	Q2 - Part B	Q3	Q4
RI.2	RI.1	RI.5	RI.4
PART A: What is the main idea of the passage?	PART B: Which two statements best describe the author's purpose?	Which TWO statements best describe the author's purpose?	What is the main idea of the passage?
44.0%	50.0%	77.8%	22.2%
100.0%	100.0%	0.0%	0.0%
0.0%	Omitted	100.0%	0.0%
100.0%	100.0%	100.0%	0.0%
0.0%	Omitted	0.0%	No Answer
100.0%	0.0%	100.0%	0.0%
100.0%	0.0%	100.0%	0.0%
0.0%	Omitted	100.0%	0.0%
0.0%	Omitted	100.0%	100.0%
0.0%	Omitted	100.0%	100.0%