

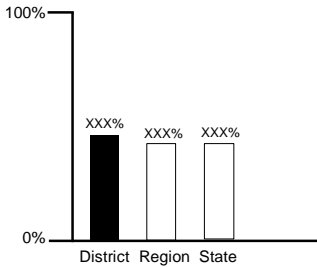
**AUGMENTED BENCHMARK  
EXAMINATION  
GRADE 3**

District Number: **XX-XX**  
District Name: **MMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMM**  
Date of Test: **April 2008**

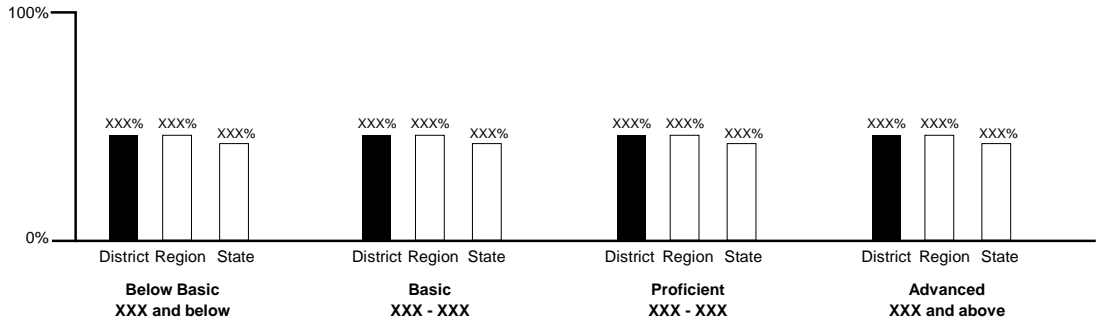
The *Arkansas Augmented Benchmark Examinations* were administered in April to Grade 3 students. This District Profile provides a summary of your District's overall Grade 3 performance in Literacy on this examination. Additional detail is provided in the accompanying District Level reports (Item-by-Item Reports and Summary Reports).

**Overall Results (Combined Population)**

**Percent of Student Scores Proficient and Advanced**



**Percent of Student Scores in Performance Levels**



**Results by Population Group**

The following table shows the number and percent at each Performance Level and the mean scale scores for Grade 3 students in each population group for your District and the State.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	District	State
Combined Population <sup>1</sup>	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
Combined Population without Highly Mobile <sup>2</sup>	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
General Population <sup>3</sup>	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Students with Disabilities	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Non-Disabled Students	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Limited English Proficient Students	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
1st Year LEP Students	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Economically Disadvantaged Students <sup>4</sup>	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Non-Economically Disadvantaged Students	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX
*Migrant Students	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXX	XXX

Notes:  
<sup>1</sup> Combined Population includes all students tested except those classified as 1st Year LEP.  
<sup>2</sup> Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.  
<sup>3</sup> General Population does not include students who are classified as IEP, LEP, or Highly Mobile.  
<sup>4</sup> Based on Free and/or Reduced Lunch.

\* Note: 1st Year LEP Students are not included in this summary.



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**Performance on Test Items**

**Performance on Multiple-Choice Items**

The table below indicates the overall skill demonstrated by Grade 3 students in your District on the multiple-choice items for each Literacy Skill Area.

Literacy Skill Areas	Number of Items	Average Number and Percent Correct			
		District		State	
		XX.X	XXX%	XX.X	XXX%
Reading - Literary Passage	XX	XX.X	XXX%	XX.X	XXX%
Reading - Content Passage	XX	XX.X	XXX%	XX.X	XXX%
Reading - Practical Passage	XX	XX.X	XXX%	XX.X	XXX%
Writing - Multiple-Choice	XX	XX.X	XXX%	XX.X	XXX%

**Performance on Open-Response Items**

The table below indicates the overall skill demonstrated by Grade 3 students in your District on the open-response items for each Literacy Skill Area. Open-response items require students to write a response to a reading or writing item.

Literacy Skill Areas	Possible Points	Average Points Scored	
		District	State
		X.X	X.X
<b>Reading - Literary Passage</b> A selection such as a short story, poem, or an excerpt from a novel or essay.	XX	X.X	X.X
<b>Reading - Content Passage</b> A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	XX	X.X	X.X
<b>Reading - Practical Passage</b> A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	XX	X.X	X.X
	<i>Prompt 1/ Prompt 2</i>	<i>Prompt 1/ Prompt 2</i>	<i>Prompt 1/ Prompt 2</i>
<b>Writing - Content Domain</b> The Content domain reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	X.X/X.X	X.X/X.X	X.X/X.X
<b>Writing - Style Domain</b> The Style domain reflects the writer's ability to purposefully shape and control language to affect readers. Style includes the use of vocabulary, selected information, sentence variety, tone and voice.	X.X/X.X	X.X/X.X	X.X/X.X
<b>Writing - Sentence Formation Domain</b> The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features of sentence formation include completeness and the grammatical arrangement of words (syntax).	X.X/X.X	X.X/X.X	X.X/X.X
<b>Writing - Usage Domain</b> The Usage domain reflects the writer's ability to follow the conventions of standard written usage. This includes proper use of noun and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	X.X/X.X	X.X/X.X	X.X/X.X
<b>Writing - Mechanics Domain</b> The Mechanics domain demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	X.X/X.X	X.X/X.X	X.X/X.X

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**District Performance by School**

The following table provides detailed information of the Grade 3 performance on the *Arkansas Augmented Benchmark Examination* in Literacy by each school within your District.

School Name	Number Tested	Mean Scale Score	Below Basic		Basic		Proficient		Advanced	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
DeWitt Elementary School	XXXX	XXX	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%
Gillett Elementary School	XXXX	XXX	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%
Humphrey Elementary School	XXXX	XXX	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%	XXXX	XXX%
<b>TOTALS</b>	<b>XXXX</b>	<b>XXX</b>	<b>XXXX</b>	<b>XXX%</b>	<b>XXXX</b>	<b>XXX%</b>	<b>XXXX</b>	<b>XXX%</b>	<b>XXXX</b>	<b>XXX%</b>

Note: 1st Year LEP students are not included in this summary.

**Literacy Performance Level Descriptions**

Performance Level	Score Range	Description
Advanced	XXX and Above	In Reading, students consistently generalize about text in the reading selection and demonstrate an awareness of how authors compose and use literary devices. They can judge texts critically and give thoughtful, thorough answers. In Writing, students demonstrate consistent control over the features in the writing domains.
Proficient	XXX - XXX	In Reading, students demonstrate an overall understanding of the text, providing inferential, as well as literal, information. They can extend ideas in text by making inferences, drawing conclusions, and making clear connections to their own experience. In Writing, students demonstrate reasonable control over the features in the writing domains.
Basic	XXX - XXX	In Reading, students demonstrate an understanding of the overall meaning of what they read, make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences. In Writing, students demonstrate some control over the features in the writing domains.
Below Basic	XXX and Below	Students fail to show sufficient mastery of skills in reading and writing to attain the Basic level.