

UNDERSTANDING YOUR STUDENT'S WRITING STANDARDS OF LEARNING (SOL) SCORE REPORT

1 TEST NAME
The SOL Writing test taken by the student.

2 REPORTING CATEGORIES
Each test is separated into specific reporting categories that represent related content or skills. The number of reporting categories within a test and the number of items within each reporting category vary by subject and grade. SOL test results are presented for each reporting category and for the Writing test as a whole.

3 MULTIPLE-CHOICE/ TECHNOLOGY-ENHANCED ITEMS (MC/TEI)
This column shows the number of multiple-choice/technology-enhanced items the student answered correctly in relation to the number of multiple-choice/technology-enhanced items possible. Technology-enhanced items are online test items that require students to indicate their responses in ways other than a multiple-choice format. For example, a technology-enhanced item might allow a student to correct a punctuation error by dragging a comma into a sentence. This information is provided for each reporting category and for the Writing test as a whole.

4 SHORT PAPER (SP)
Students are asked to write a short paper in response to a prompt. All short papers are read by at least two readers who assign a score to each of two domains: 1) composing/written expression and 2) usage/mechanics. The student's short paper score is the sum of both readers' scores and is presented for each domain and for the short paper as a whole. The number of points possible for each domain and the short paper are shown in the Short Paper (SP) column.

5 TOTAL SCORE (MC/TEI) + (SP)
In this column, the number of multiple-choice/technology-enhanced items the student answered correctly is added to the number of points the student earned on the short paper to produce the total score for the Writing test and associated reporting categories. Refer to the MC/TEI help text (#3) above for additional information on technology-enhanced items.

6 OVERALL TEST SUMMARY
The information in this column represents the student's overall performance on the Writing test. The Scaled Score column shows the student's scaled scores for the Writing test as a whole and for each of the associated reporting categories. Scaled scores for Writing range from 0-600. A scaled score of 400 and above indicates the student has passed the Writing test. A scaled score of 500 or more means the student passed the test at an advanced level and a scaled score of 399 or less indicates the student failed the Writing test. Individual reporting category scaled scores, which are on a scale of 0-50, can be used to identify a student's strengths and weaknesses. A reporting category scaled score of 30 and above indicates an area of strength. A reporting category scaled score of less than 30 identifies an area where the student may benefit from additional instruction. The Performance Level column represents the student's overall level of achievement for Writing. For descriptions of Performance Levels on the SOL Writing test, please visit: http://www.doe.virginia.gov/testing/scoring/performance_level_descriptors/index.shtml.

STANDARD ERROR OF MEASUREMENT

Achievement on all tests, including standardized assessments and classroom tests developed by teachers, is subject to what is known as the standard error of measurement. The standard error of measurement describes the potential of slight variations in achievement when students take multiple tests of equal difficulty covering the same content. For more information on the standard error of measurement, visit the For Parents page of the Virginia Department of Education website at: http://www.doe.virginia.gov/testing/scoring/standard_error_measurement/index.shtml.

Student Report by School*

Test		Form #	Prompt #	MC/TEI		SHORT PAPER (SP)			TOTAL SCORE (MC/TEI) + (SP)		OVERALL TEST SUMMARY	
Reporting Categories				# Correct	# Possible	Domain	# Points Earned	# Points Possible	Total Score	Total Score Possible	Scaled Score	Performance Level ¹
1 EOC Writing (2010 SOL)		W####	####	##	##		##	##	##	##	###	Advanced/College Path
Group: <Group Name>												
2 Research, plan, compose, and revise for a variety of purposes				##	##	Composing/ Written Expression	##	##	##	##	##	
Edit for correct use of language, capitalization, punctuation, and spelling				##	##	Usage/Mechanics	##	##	##	##	##	

* Your student's score report is provided in one of two formats, by School or by Group. In the example above, the Student Report by School is shown. The student performance data will remain the same regardless of the format, by School or by Group.