

Analytical Data Reports

Write Score's writing assessments result in powerful data for educators seeking to improve their students' performance through formative instruction. Our analytical data provides specific insights at the grade, class, and individual student levels.

Administrative Data Reports give school leaders and coaches the information they need to stay informed on their school's progress. This aggregated data view allows the ability to spot trends and areas for improvement for targeted feedback and support to teachers.

Teacher's Class Performance Data Reports provide a valuable outline of individual student essay performance, helping teachers tailor their instruction to meet the needs of each student.

Individual Student Data Reports are accessible to students through our online portal, empowering them to take ownership of their learning and track their progress over time.

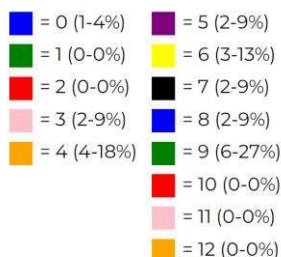
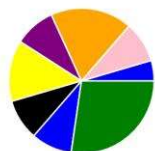
With Excel data file exportability, our data can easily be integrated into your existing data management systems. Trust Write Score's data to help you drive student success.

M, Madison	STUDENT NAME		◀	
	2	Purpose and Structure	2	Development
	2	Language	6	Raw Score
	1	# Students Tested		◀
	X	Strong Introduction		
		Sufficient Introduction		
		Weak Introduction		
		Missing Introduction		
		Strong Progression		
	X	Sufficient Progression		
		Weak Progression		
		Strong Conclusion		
		Sufficient Conclusion		
	X	Weak Conclusion		
		Missing Conclusion		
		Strong Transitions		
		Sufficient Transitions		
	X	Weak Transitions		
		Missing Transitions		
		Strong Focus		
		Sufficient Focus		
	X	Weak Focus		
		Insufficient Focus		
		Strong Dev of Support		
		Sufficient Dev of Support		
	X	Weak Dev of Support		
		Insufficient Dev of Support		
		Precise Attributions		
		General Attributions		
	X	Missing Attributions		
		Strong Word Choice		
	X	Sufficient Word Choice		
		Weak Word Choice		

X's indicate students' performance with each response detail

STUDENTS RECEIVING EACH SCORE

(# students - %)



GRADE LEVEL AVERAGES

6.09 / 12 RAW SCORE

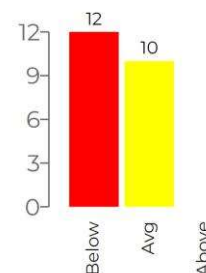
2 / 4 Purpose and Structure

1.86 / 4 Development

2.23 / 4 Language

STUDENTS AT AVERAGE BREAKS

0-6: Below, 7-9: Avg, 10-12: Above



AREAS FOR IMPROVEMENT

Includes scores of Weak, Missing or Insufficient

Purpose and Structure:

Conclusion	14 students	(63%)
Focus	13 students	(59%)
Introduction	11 students	(50%)

Development:

Dev of Support	14 students	(63%)
Attributions	9 students	(40%)

Language:

Word Choice	4 students	(18%)
Sentence Formation	4 students	(18%)
Capitalization	3 students	(13%)

STUDENT NAME	PURPOSE AND STRUCTURE			Raw Score	# Students Tested	PURPOSE AND STRUCTURE												DEVELOPMENT						LANGUAGE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
	Purpose and Structure	Development	Language			Strong Introduction	Sufficient Introduction	Weak Introduction	Missing Introduction	Strong Progression	Sufficient Progression	Weak Progression	Strong Conclusion	Sufficient Conclusion	Weak Conclusion	Missing Conclusion	Strong Transitions	Sufficient Transitions	Weak Transitions	Missing Transitions	Strong Focus	Sufficient Focus	Weak Focus	Insufficient Focus	Strong Dev of Support	Sufficient Dev of Support	Weak Dev of Support	Insufficient Dev of Support	Precise Attributions	General Attributions	Missing Attributions	Strong Word Choice	Sufficient Word Choice	Weak Word Choice	Sufficient Capitalization	Partial Capitalization	Weak Capitalization	Sufficient Punctuation	Partial Punctuation	Weak Punctuation	Sufficient Spelling	Partial Spelling	Weak Spelling	Sufficient Usage	Partial Usage	Weak Usage	Sufficient Sentence Formation	Partial Sentence Formation	Weak Sentence Formation																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
H, Lesley	2	1	2	5	1		X														X				X					X	X																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								