	south dakota DEPARTMENT OF EDUCATION Teeming Leadently, Service	Reporting	Student Name, SSID#, Scale Score, & Achievement	Individual Student Repor		
	Student, Demo Student ID: 990009683X S 9/17/2001 Enrolled Grade: Performance Level: Level S How Did Your Chi	Student DOB: : 4Date Taken: 3/17 3 Scale Sco ild Do on the	Level 7/2021 re: 2437±18 2 Test?	0	Test Name, Subject, & Grade Level	TestDISTRICT12 TestSCHOOL9
Acl Lev 4 al per abc	hievement vel: Level 3 and re considered forming at or ove proficiency	2762	Level 4 The student has ex demonstrates advanced pro n mathematics needed for Level 3 The student has morogress toward mastery of or likely success in future of	Acceeded the achievem ogress toward mastery likely success in future tet the achievement sta f the knowledge and sk coursework.	vement standard and stery of the knowledge and s uture coursework. Int standard and demonstrate and skills in mathematics need	skills res rded
Si (2 w er	2437 ±18 cale Score 2000-3000) ith standard rror	2381 2381 Does Not Meet State Standard 2071	Level 2 The student has ne require further developmen nathematics needed for lik Level 1 The student has no substantial improvement to nathematics needed for lik	early met the achievem It to demonstrate the kind ely success in future control of met the achievement demonstrate the know ely success in future control	ent standard and may nowledge and skills in oursework. standard and needs /ledge and skills in oursework.	Average State, School, and District scores for assessed grade and subject
	How Does Your Child's S	Score Compare? Name		Average Scale Score		
	South Dakota			2423±8		
TestDISTRICT12			2347±90			

Information on Standard Error of Measurement								
A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.								
Score details								

2347±90

TestSCHOOL9

Individual Student Report

Reporting

Demo, Student

arth dakota ARTMENT OF EDUCATION

Student ID: 990009683X Student DOB: 9/17/2001 Enrolled Grade: 4 Date Taken: 3/17/2021

Grade 3 Math - Summative 2020-2021 TestDISTRICT12

TestSCHOOL9

Performance Level 3 Scale Score: 2437±18												
How Did Your Child Perform on Different Areas of the Test?												
The table and the graph below ind student's score on each reporting would receive if he or she took the	icate student performance on individual repo category. The lines to the left and right of the test multiple times.	es the our student	Below At/Near Above Standard Standard Stand	re dard								
Category	Performance	Performance Level		Performance level Description								
Communicating Reasoning	Below the Standard Above the Standard		What Th Student their own Next Ste With you fractions a strip w (1/2) is e	What These Results Mean Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. Next Steps With your child, search the Internet for fraction models to show how to find equivalent fractions, like 1/2 and 2/4. For example, make a strip using 4 squares, and then make a strip with the same length using 2 rectangles. This shows that 1 of 2 rectangles (1/2) is equal to 2 of 4 squares (2/4).								
Concepts and Procedures	Below the Standard Above the Standard		What The Student carry out Next Ste With you distance for a reci use a 1/4	at These Results Mean dent may be able to explain and apply mathematical concepts and interpret and y out mathematical procedures with precision and fluency. t Steps y your child, count the number of squares on a tile floor (area) and measure the ance around the floor (perimeter). Use a smaller cup to measure the liquid needed a recipe. Your child will need to use addition to get the total amount (for example, a 1/4 cup to measure out 3/4).								
Problem Solving and Modeling & Data Analysis	Below the Standard Above the Standard		What These Results Mean Student may be able to solve a range of complex well-posed problems in pure applied mathematics, making productive use of knowledge and problem solvi strategies. Student may be able to analyze complex, real-world scenarios and able to construct and use mathematical models to interpret and solve problem Next Steps With your child, find appropriate math story problems. Ask him or her to under make a list of the information in the math problem. After solving, ask your child check his or her answer against the information on the list.									
<u></u>												
Performance Per performance desc ranges based on	r Claim: Student criptors and achieveme each claim	ent	Clain perfo items	aim Description: Indicates student rformance on groups of assessment ms that measured similar skills								