

Student Name, SSID#, Scale Score, & Achievement Level

Student, Demo

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

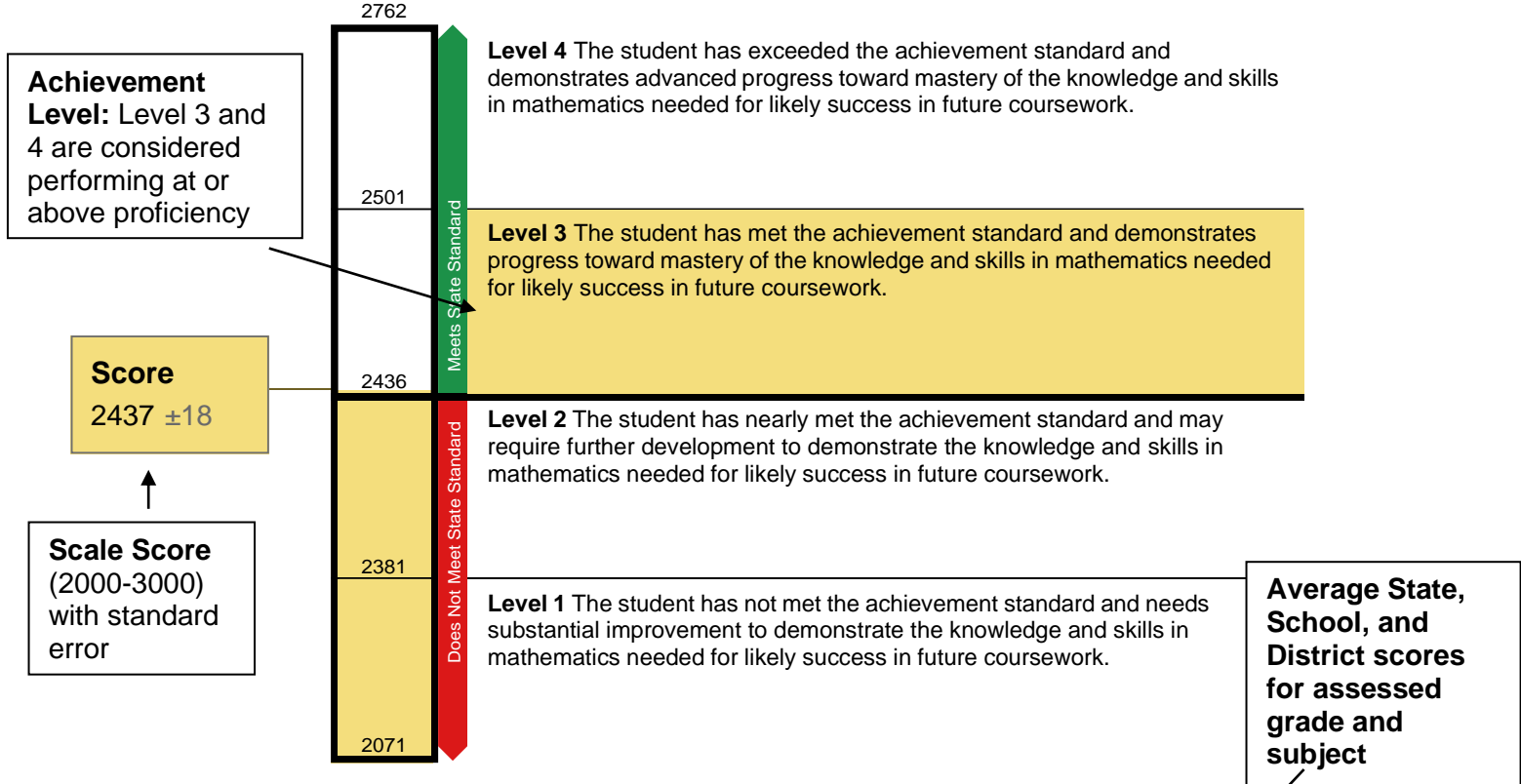
Grade 3 Math - Summative 2020-2021

TestDISTRICT12
TestSCHOOL9

Performance Level: Level 3 Scale Score: 2437±18

Test Name, Subject, & Grade Level

How Did Your Child Do on the Test?



How Does Your Child's Score Compare?

Name	Average Scale Score
South Dakota	2423±8
TestDISTRICT12	2347±90
TestSCHOOL9	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

Demo, Student

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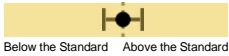


TestDISTRICT12
 TestSCHOOL9

Performance Level: Level 3 **Scale Score:** 2437±18

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below Standard At/Near Standard Above Standard

Category	Performance	Performance Level	Performance level Description
Communicating Reasoning		<input type="checkbox"/>	<p>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.</p> <p>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).</p>
Concepts and Procedures		<input type="checkbox"/>	<p>What These Results Mean Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p>Next Steps With your child, count the number of squares on a tile floor (area) and measure the distance around the floor (perimeter). Use a smaller cup to measure the liquid needed for a recipe. Your child will need to use addition to get the total amount (for example, use a 1/4 cup to measure out 3/4).</p>
Problem Solving and Modeling & Data Analysis		<input type="checkbox"/>	<p>What These Results Mean Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.</p> <p>Next Steps With your child, find appropriate math story problems. Ask him or her to underline and make a list of the information in the math problem. After solving, ask your child to check his or her answer against the information on the list.</p>



Performance Per Claim: Student performance descriptors and achievement ranges based on each claim

Claim Description: Indicates student performance on groups of assessment items that measured similar skills