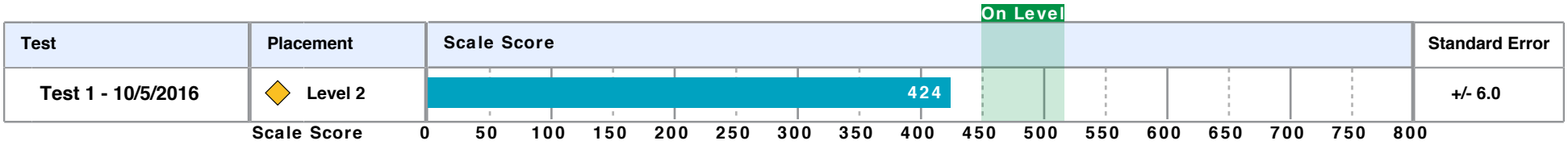
Student Profile Report

Academic year:	Current (2016-2017)	**Class:**	Grade3-Math (Math)	**Show:**	Test 1 - 10/05/16
Select Students by:	Class	**Student:**			
School:	DALY CITY	**Define "On Level":**	Standard View		

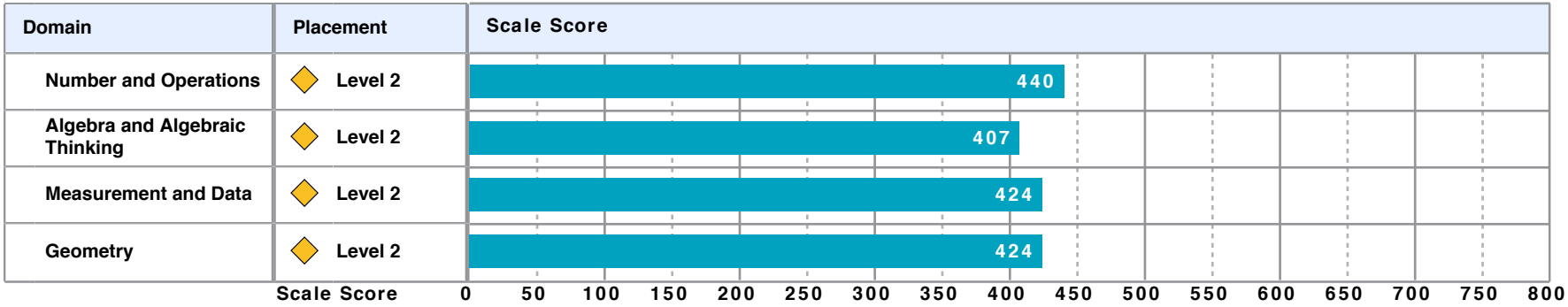
Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below



Detail for Test 1 - 10/5/16



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	Placement	Developmental Analysis
Overall Math Performance	◆ **Level 2**	Test results suggest that Liesl would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem solving skills will strengthen Liesl ´s math abilities across domains. This priority places Liesl in Instructional Grouping Profile 2.
Number and Operations	◆ **Level 2**	At levels K-2 this domain addresses counting, the base-ten number system, and the operations of addition and subtraction. Test results indicate that Liesl may need practice working with ordering, adding, and subtracting numbers having up to three digits.
Algebra and Algebraic Thinking	◆ **Level 2**	At levels K-2 this domain addresses skip-counting, fact families, and using number sentences to solve addition and subtraction problems. Test results indicate that Liesl will benefit from review of subtraction, basic multiplication concepts, and selecting the proper operation to solve mathematical and real-world problems.
Measurement and Data	◆ **Level 2**	At levels K-2 this domain addresses the concept of measurement units, especially for length and time. It also includes showing data on simple graphs. Results indicate Liesl may benefit from additional practice with measurement and data skills related to time, money, units of length, and bar graphs.
Geometry	◆ **Level 2**	At levels K-2 this domain addresses attributes of basic two- and three-dimensional shapes, relationships between shapes, and simple geometric terms. Test results indicate that Liesl may benefit from review of comparing attributes of solid figures and exploring halves, thirds, and fourths in circles and rectangles.

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Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation.
In grades K-2, students develop an understanding of place value through 1,000 by comparing and representing whole numbers in different ways. They learn the meaning of addition and subtraction and build fluency with these operations.
In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Liesl Can Do

Results indicate that Liesl can likely do the skills shown below.

Base Ten

Count, read, write, and represent numbers from 1 to 120.

Subtract two-digit numbers without regrouping.

Count and skip-count by 5s, 10s, and 100s to 1,000.

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Next Steps for Instruction

Results indicate that Liesl will benefit from instruction and practice in the skills shown below.

Base Ten

Identify the value of the digits in three-digit numbers.

Compare and order three-digit numbers.

Add two-digit numbers with regrouping using models.

Add two-digit numbers with regrouping.

Subtract a one-digit number from a two-digit number.

Subtract two-digit numbers with regrouping using models.

Subtract two-digit numbers with regrouping.

Read and write whole numbers through hundreds using number words, standard form, and expanded form.

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Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-12 focuses on the relationships between numbers, the meaning of operations, and the relationships between operations. As in the CCSS, this includes using the appropriate operations to solve real world and mathematical problems.
In grades K-2, students understand the meaning of addition and subtraction in context and represent these operations with number sentences. They use algebraic properties and the inverse relationship between addition and subtraction to check their work.
In grades 3-5, students represent and solve problems involving addition, subtraction, multiplication and division. They use algebraic properties and relationships between operations to solve problems.

What Liesl Can Do

Results indicate that Liesl can likely do the skills shown below.

Operations and Algebraic Thinking

- Solve addition problems for combining, joining, or comparison situations.
- Solve basic subtraction facts by counting on.
- Determine the unknown number in an addition or subtraction equation.
- Know addition/subtraction fact families.
- Solve subtraction problems by counting back 1, 2, or 3.
- Solve subtraction problems for separation or take away situations and check the solution using addition.

Next Steps for Instruction

Results indicate that Liesl will benefit from instruction and practice in the skills shown below.

Operations and Algebraic Thinking

- Solve subtraction problems for comparison situations.
- Write, solve, and use addition to check subtraction number sentences for part-part-whole situations.
- Demonstrate an understanding that a group of objects is an even number of objects if it can be divided into complete pairs and is odd if it cannot; express even numbers as doubles facts.
- Identify odd and even numbers up to 100.
- Solve subtraction problems by counting on.
- Write multiplication sentences to represent equal groups and repeated addition.
- Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.
- Know multiplication/division fact families.

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Next Steps for Instruction

Results indicate that Liesl will benefit from instruction and practice in the skills shown below.

Select the proper operation to solve real-world and mathematical problems.

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Building Measurement and Data Skills

Measurement and Data in grades K-8 focuses on measurement tools and units, as well as data. As in the CCSS, physical measurement activities lead to the development of formulas for geometric measurements. Data skills include graphing, analysis, and in later grades, statistics and probability.
In grades K-2, students learn that objects can be measured by different attributes and then measure and estimate length of objects. They solve problems involving time and money. They present data on simple graphs.
In grades 3-5, students study concepts of area, perimeter, and volume and use this understanding to develop formulas. They learn about the relationship among units of measure to solve problems involving liquid volume, mass, time, and money. They present data on line plots and line graphs.

What Liesl Can Do

Results indicate that Liesl can likely do the skills shown below.

Measurement

Tell time to the hour and half hour on an analog clock and select appropriate units to measure time (hours, days, minutes).

Express length using whole number non-standard units.

Data

Create or interpret a picture graph with a single-unit scale to represent data that include multiple categories.

Next Steps for Instruction

Results indicate that Liesl will benefit from instruction and practice in the skills shown below.

Measurement

Tell time to the nearest five minutes.

Solve problems involving counting dollar bills and coins, and use the dollar symbol.

Choose the best unit to measure length: inches, feet, or yards.

Add and subtract within 100 to solve word problems involving lengths that are given in the same units, including using equations with a symbol for the unknown number.

Data

Construct a bar graph with a single-unit scale to represent data that includes multiple categories, and solve simple joining, separating, and comparing problems based on the data displayed.

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Building Geometry Skills

Geometry in grades K-12 involves describing the attributes and relationships among a growing range of shapes and in the later grades, making evidenced-based observations and arguments. As in the CCSS, this understanding is then applied to categorizing shapes by attributes in the early grades and making informed observations about, congruence, similarity, and measurements in the later grades.
In grades K-2, students use simple geometric terms to describe and compare attributes of shapes. They compose and decompose plane figures and solid figures to help develop foundations for understanding symmetry, congruence, similarity, area and volume.
In grades 3-5, students describe equal parts of shapes with fractions. They use knowledge of angles and perpendicular and parallel lines to classify two-dimensional figures. Students recognize line symmetry in figures and plot points on the coordinate plane.

What Liesl Can Do

Results indicate that Liesl can likely do the skills shown below.

- Partition circles and rectangles into halves and fourths, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*.
- Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.
- Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results.
- Find the total number of square units in a rectangle divided into same-size squares.

Next Steps for Instruction

Results indicate that Liesl will benefit from instruction and practice in the skills shown below.

- Partition circles and rectangles into two, three, or four equal shares and describe the shares or whole using words (*halves*, *thirds*, *fourths*, *two halves*, *three thirds*, *four fourths*.)
- Identify equal parts of the same whole rectangle partitioned in different ways, using terms such as *halves*, *thirds*, and *fourths*.
- Compare and contrast attributes of solid figures including numbers of vertices, faces, and edges.
- Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.
- Describe areas of equal parts of a shape using unit fractions.

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Quantile® Performance

Test	Quantile® Measure	Quantile® Range
Test 1 - 10/5/2016	**400Q**	**350Q-450Q**

Quantile® Measures and i-Ready

The Quantile® Framework for Mathematics is a scientific approach that describes a student's mathematical achievement and the difficulty of mathematical skills and concepts. It works a lot like a ruler or thermometer, except rather than measuring length or temperature, the Quantile Framework measures a students' readiness to learn new mathematical skills and concepts, as well as, the difficulty of a particular mathematical skill. Within the Quantile Framework, each skill has a Quantile measure that describes the difficulty, or demand, in learning that skill. Knowing the Quantile measure of a student and a skill helps to predict how the skill matches the student's math achievement - whether the skill may be too easy, too difficult, or just right. Thus, the Quantile measure helps target instruction to the student's ability and monitors student growth.

Quantile measures are expressed as numeric measures followed by a "Q" (e.g., 850Q), and are placed on the Quantile developmental scale. The Quantile scale ranges from below 0Q (Emerging Mathematician) to above 1400Q. Measures below 0Q are reported as EMxxxQ (e.g., a Quantile measure of -120 is reported as EM120Q) where “EM” stands for “Emerging Mathematician” and replaces the negative sign in the number.

The **i-Ready Diagnostic Math Assessment** has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each Overall Scale Score. Due to this linking, you may see some fluctuation (between test periods) in students' Overall Scale Scores and as result in their Quantile measures. For example, if a student's Overall Scale Score goes down, his or her Quantile measure will also go down. Before making a change in instructional level, consider the situation and other information that you have about the student. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue working on skills within the previously reported Quantile range and monitor his or her understanding before making adjustments as you see fit.

For more information on Quantile measures, visit www.Quantiles.com.