What reports of student scores are available and how soon is each report available?

Real-time reports in *i-Ready* are available as soon as a student completes an activity in the program.

Available at the Student, Class, Grade, School, and District levels, *i-Ready* reports include:

- Student Profile Report
- Lexile Performance Report (reading only)
- Quantile Performance Report (math only)
- Progress Monitoring Report
- Common Core State Standards Performance Report
- Instructional Grouping Profile Report
- Performance by Grade and Class Report
- Norm Scale Report
- Intervention Screener
- Class Profile Report
- Student Growth Report

To experience these reports firsthand, please take the *i-Ready* tour at [www.i-Ready.com/tour](http://www.i-Ready.com/tour).

Additional samples are available on the program website at [www.i-ready.com/empower](http://www.i-ready.com/empower).
Teacher-Led Instruction

Provides rigorous on-grade-level instruction and practice with Ready® Common Core in addition to downloadable lessons to help meet individual student or small group needs.

Student Instruction & Practice

Provides personalized online instruction targeted to students’ unique areas of needs and mobile apps to boost achievement.

What is i-Ready® Diagnostic & Instruction?

This powerful online program finds your students’ challenges and addresses them—it’s all you need to get students up to or above grade level.

K–12 Adaptive Diagnostic & Growth Measure

A single K–12 adaptive diagnostic for reading and mathematics that pinpoints individual student needs down to the sub-skill level, in addition to ongoing progress monitoring to see if students are on track to achieve end-of-year targets.

Adaptive Growth Measure

Personalized instruction plan for K–8 and at-risk secondary students.

Teacher-Led Instruction

Student Instruction & Practice

Actual Performance Level
Questions get harder or easier based on a student’s answers to previous questions.

Correct
Incorrect

Question Difficulty

K

12
The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without a backbone. Two of its arms are longer than the others. Its longest arms are used to capture food. They wrap around a fish, trapping it. Then its beak-like mouth pulls the food apart.
## Student Profile

### Jasmine Wells - Reading - Grade 5

#### Overall Performance

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
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<td>Test 1 - 09/12/2013</td>
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<td>540</td>
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#### Detail for Diagnostic Test 1 - 09/12/2013

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<tr>
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<td>Phonological Awareness</td>
<td>Tested Out</td>
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<tr>
<td>Comprehension: Informational Text</td>
<td>Level 3</td>
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</tbody>
</table>

#### Developmental Analysis

**Placement**

**Performance** Level 3

- Results in Phonics indicate that Jasmine Wells has difficulty decoding words accurately. Vocabulary is another area of concern. This score indicates that Jasmine Wells has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student’s growth as a reader. Taken together, this information places Jasmine Wells in Instructional Grouping Profile 1.

**Phonological Awareness** Tested Out

- This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Jasmine Wells has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.

**Phonics** Level 3

- This domain focuses on how accurately students decode written words. Jasmine Wells needs instruction and practice in distinguishing open and closed syllable patterns and in decoding multisyllabic words with a VV pattern such as meteor.

**High-Frequency Words** Tested Out

- This domain addresses how well students recognize frequently occurring words. Jasmine Wells has demonstrated accuracy and is exempt from taking this subtest.

**Vocabulary** Level 3

- Both word knowledge and word-learning strategies are addressed in this domain. Jasmine Wells needs instruction and practice in the vocabulary typical of third-grade literature as well as science and social studies texts at that level. This student should also receive either instruction or review in prefixes in-, dis-, mis-, non-.

**Comprehension: Literature** Level 4

- This domain addresses Jasmine Wells’ understanding of literary text. Results indicate that Jasmine Wells needs instruction in Level 4 literary skills and strategies such as describing how a plot unfolds or how characters change. Teach these skills in a variety of literary genres, including poetry and plays. Jasmine Wells should also be reading fables and myths.

**Comprehension: Informational Text** Level 3

- This domain addresses Jasmine Wells’ understanding of informational text. Results indicate that Jasmine Wells needs instruction in Level 3 informational skills and strategies such as identifying and analyzing the author’s point of view, purpose, or opinions. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.
Building Phonics Skills

This subtest measures how accurately students decode written words, or match sounds to letters. The CCSS emphasize the importance of differentiated instruction in Phonics, as well as other foundational skills. This subtest is designed to identify which Phonics skills a student already knows and which skills need targeted instruction.

What Jasmine Can Do

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

- Decode words with silent letters and other spellings. Decode words with two-letter, one-sound combinations (such as ph, kn, wr).

- Decode words with inconsistent sound-spelling correspondences. Decode words with inconsistent but common sound-spelling correspondences, such as come or kind.

- Identify syllable sounds. Identify syllable sounds in multisyllabic words.

- Decode difficult if vowel + r

Next Steps for Instruction

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

Teach distinguishing open and closed syllable patterns.

- Explain that knowing whether a syllable is open or closed can help students decode a word. Remind students that open syllables end with a long vowel sound and closed syllables end with a consonant.
- Write weasel. Label the vowels and consonants below the word. Point out the VCV pattern and explain that the first syllable is open because it ends with the long e vowel sound.
- Repeat with counter, pointing out the VCCV syllable pattern. Explain that the first syllable is closed since it ends with the consonant n.

- Continue with other words such as raisin, season, fountain, counsel, and beaver.

Teach decoding words with vowel pairs.

- Review that vowel pairs in one-syllable words, such as thief, represent one sound. In multisyllabic words, such as science, vowel pairs often have separate sounds because each vowel sound falls in a separate syllable (sci | ence).
- Have Jasmine use syllabication rules to break words with a VV pattern, such as meteor and ceiling, into syllables and then read the word parts to see if the breaks make sense. If not, suggest breaking the word between vowels and saying the word parts again.

Provide repeated practice decoding three, four, and five syllable words.

- Jasmine will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10 to 20 words multiple times.
- Ask the student to read the words aloud with a partner.

Tools for Instruction

- Distinguish Open and Closed Syllables
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables

Recommended Products from Curriculum Associates

If you have this product...

- Phonics for Reading

Use...

- Third Level
  Lessons 15-33

Learn More
Jasmine Wells - Reading - Grade 5

Test 1-09/12/2013
Placement: Comprehension: Informational Text
Level 3

Scale Score

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Building Comprehension: Informational Text Skills

The CCSS expect students at this level to engage closely and actively with the details of informational text and to begin drawing inferences out of these textual details. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Jasmine Can Do

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

Results show that this student is developing proficiency in reading comprehension skills such as sequencing events, identifying cause-and-effect relationships, comparing and contrasting, and sorting information into categories.

- Answer questions about key ideas and details. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary or informational text.

- Connect text and visuals in informational text. Use details from illustrations and from text to describe key ideas.

- Identify sequence of events. Identify the sequence of events (beginning, middle, end) in literary or informational text.

- Identify cause-and-effect relationships. Identify cause and effect relationships in literary or informational text.

- Categorize and classify information in informational text. Categorize or classify individuals, ideas, events, or facts.

- Compare and contrast informational text. Compare or contrast key details about people and/or events in informational text.

Next Steps for Instruction

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

Teach text features.

- Use informational texts to point out the functions of headings, graphics, captions, and boldfaced or italicized print.
- Discuss how these features make it easier for readers to locate key facts or information.

Teach making inferences based on textual evidence.

- Using the text, demonstrate how readers use evidence to support their inferences.
- Explain that evidence includes words or phrases from the text, details from pictures and illustrations, and one’s own knowledge and experience.
- Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, “Does my previous inference still make sense with what I know now?”

Teach identifying author’s purpose. When reading the text, model the following:

- Determining an author’s purpose for writing an informational text, including to inform, to persuade, and to entertain.
- Determining an author’s point of view in an informational text by looking for stated opinions.
- Distinguishing one’s own point of view from that of the author of the text.

Teach retelling.

- Explain that a good retelling of an informational text includes a brief description of the key details such as people, places, and events. It also includes a brief description of these details in the order in which the author presents them.
- After reading the informational text, ask Jasmine: “What is the text mostly about?” “What is an important detail that tells more about a key idea?”
- Guide the student to retell the text orally, using a sequence graphic organizer as an aid in the retelling.

Teach interpreting figurative language. Guide Jasmine to apply these skills to the text:

- Interpret similes and metaphors. Use the clue words like and as to identify similes.
- Analyze the impact of figurative language on mood. Examine how the images created by the language choices convey a certain feeling.

Tools for Instruction

Use Text Features

Make Inferences

Determine Author’s Purpose

Retell Details and Events

Recommended Products from Curriculum Associates

If you have this product... Use...

Ready® Common Core Reading Instruction

- Grade 3
  - Lesson 9: Unfamiliar Words in Informational Text, p. 87
  - Lesson 10: Text Features in Informational Text, p. 95
  - Lesson 11: Author’s Point of View in Informational Text, p. 103
  - Lesson 17: Connecting Words and Pictures in Informational Text, p. 171

Learn More
Make Inferences

When readers make inferences, they combine clues from the text with what they already know to understand information that is not explicitly stated. Even though students make inferences every day, such as looking outside for clues about the weather, they can struggle with knowing how or when to apply it as a reading strategy. Often what is hardest for students is understanding how to link what they already know with details in the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

Step by Step 30–45 minutes

1. **Introduce making inferences.**
   - Connect making inferences to the kind of thinking students do in everyday life.
   - Display the phrase “We also make inferences when we [the blank]” and read it aloud chorally. Then say, “What does your friend want? (some of your brownie)” • Ask, “What do you know about your friend?”
   - Point out that your friend did not say, “I want some of your brownie.” Instead, you used clues to figure that out. Explain that this is called making inferences.
   - Connect making inferences to the kind of thinking students do in everyday life.
   - Read aloud The Stories Julian Tells you and what you already know to make an inference. The following example is from the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

   - When readers make inferences, they combine clues in the text with what they already know to understand information that is not explicitly stated. Even though students make inferences every day, such as looking outside for clues about the weather, they can struggle with knowing how or when to apply it as a reading strategy. Often what is hardest for students is understanding how to link what they already know with details in the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

2. **Model making inferences.**
   - Select a short, simple text. This can either be a text you read aloud or a text students read together.
   - Display the texts. Have students work in groups to make inferences. Tell the students that they should look for clues that can help them make an inference.
   - Display groups of three words that share a base word. Have students write the base word. Then read the longer word by looking for the base word.
   - Challenge students to write an additional word with suffixes or prefixes made with the same base word.

   - **Identifying Base Words** 10–15 minutes
     - Display the words entertained, entertain, entertaining. Ask, “What is the same base word in all three words?”
     - Have students read each longer word and show or tell about its meaning. What chunks have been added to the words?
     - (the ending -ed, the prefix dis-, the ending -ing)
     - Connect: What chunks have been added to the word? (the ending -ed, the prefix dis-, the ending -ing)
     - Point out a three-syllable word that is displayed in the classroom, such as entertain. Clap the beats of the syllables in the word as students clap along.
     - Have students write the word and use slashes to show where they hear one syllable end and the next begin. As students compare their responses, point out that there is more than one way to chunk syllables, as long as each syllable has just one vowel sound and helps a reader say the word.
     - Display the syllables of a three-syllable word, in a different order. See the example below.

   - **Working with Syllables** 10–15 minutes
     - Point out a three-syllable word that is displayed in the classroom, such as alphabet or calendar. Clap the beats of the syllables in the word as students clap along.
     - Have students write the word and use slashes to show where they hear one syllable end and the next begin. As students compare their responses, point out that there is more than one way to chunk syllables, as long as each syllable has just one vowel sound and helps a reader say the word.
     - Display the syllables of a three-syllable word, in a different order. See the example below.

   - **Multisyllabic Words: Three and Four Syllables**
     - With practice decoding three- and four-syllable words, students can build their knowledge of the repeated spelling patterns that make up many multisyllabic words and learn to look for familiar chunks—syllables, endings, prefixes, and suffixes. Students can gain the confidence to approach long words strategically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word lists Multisyllabic Words: Three and Four Syllables (page 3) that are appropriate for your students.

     - **Identifying Base Words**
       - Display the words wrapper, unwrapping, wrapping. Ask, “What chunks have been added to the words?” (the ending -ed, the prefix dis-, the ending -ing)
       - Have students read each longer word and show or tell about its meaning.
       - Add connection and connector to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
       - Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
       - Challenge students to write an additional word with suffixes or prefixes made with the same base word.

       - **Words with Shared Base Word**
         - **Base Word**
         - **Additional Word**
         - wrapping wrapper unwrap (wrap) (possible answer: rewarping)
         - placing replaced placement (place) (possible answer: replacement)
         - caring carefulness careful (care) (possible answer: carefully)
         - corrected incorrect incorrectly (correct) (possible answer: correction)
         - equally unequal equality (equal) (possible answer: equaling)

     - **Working with Syllables**
       - Point out a three-syllable word that is displayed in the classroom, such as alphabet or calendar. Clap the beats of the syllables in the word as students clap along.
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Lesson 10: Author’s Point of View

Unit 3: Close Reading

What is your point of view about hip-hop music? Do your friends agree with you? Your point of view is the way you think and feel about something. Your friends may have the same way or have different ideas. Not everyone will share your point of view about hip-hop music—or about other ideas, either. How would you want that to be?

Look at the cartoon below. How do the people feel about the loud music?

Circle the correct answer.

6. She thinks this person is clever.
7. She thinks this person is thoughtful.

Read through the chart below. Complete it by telling the father’s point of view.

<table>
<thead>
<tr>
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<th>Father’s feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>listens to loud music</td>
<td>enjoys the loud music</td>
</tr>
</tbody>
</table>

How do you feel about loud music? Which character most closely shares your point of view?

Authors often give their points of view about topics they explain or describe. Do they try to use opinion words such as best, worst, beautiful, she, do, like, and believe? As you read, try to figure out the author’s feelings by looking for these types of words and clues.

Form your own point of view about the topic.

Lesson 11: Author’s Point of View

Introduction

Tells students the skills, concepts, strategies, and vocabulary they will learn in each lesson.

Close Reading

Close Reading cards needn’t stop there. Teachers needn’t stop there, either. Close Reading helps you find your author’s point of view on a person, a place, or an event. By asking the right questions, you can determine what the author is thinking, feeling, and meaning.

What is your point of view about the sculpture of Mrs. Mallard and the ducklings? Is it similar to or different from the author’s point of view? Use details from the passage to tell why.

Look at the cartoon below. How do the people feel about the loud music?

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Snow Sculpture Contest

by Kim Wu

The town of Butler hosted its first Winter Fest this week. The highlight of the outdoor event was the snow sculpture contest. Teams of snow carvers worked tirelessly to create remarkable sculptures that delighted the crowds.

Some sculptures were so skillful that they looked like real snow. Teams of snow carvers made impressive sculptures from large blocks of snow. Each sculpture used only basic tools such as shovels and cheese graters.

A few teams even included live actors from the heavy snow sculpture. By late afternoon, some sculptures still had sculptures creating sculptures. The snow sculptures were not yet tall.

My favorite snow sculpture took second prize. This sculpture was a giant dragon with a fierce. It had detailed scales, a pair of dragon wings, and a long tail. The dragon breathed fire made of snow!

The most sculptors that won third prize was a girl’s choice by the judge. It was a copy of the White House in Washington, D.C.

I didn’t like the picture of that captured living it was a surreal vision. The scene of carvers made the unique vision with their tools. They used other materials!

But I was disappointed that my favorite sculpture didn’t win the grand prize. The Bullets team wins first time with our sculpture. The weather was perfect! I didn’t have time alone among many sculptures at Winter Fest nut to a

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Lexile® Measures and i-Ready

The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials, which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual’s reading ability. Lexile measures are expressed as numeric measures followed by an “L” (e.g., 500L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials, to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader’s ability—whether the text may be too easy, too difficult, or just right.

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Due to this linking, you may see some fluctuation in students’ Lexile measures. For example, if a student’s Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student’s Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. 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 reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student’s Lexile range as you see fit.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every Overall Scale Score. Due to this linking, you may see some fluctuation in students’ Lexile measures. For example, if a student’s Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student’s Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. 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 reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student’s Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com:

- How to use a Lexile measure with activities such as these:
  - Lexile measures at home and at school
  - Lexile measures and grade levels
  - Managing multiple Lexile measures
  - Lexile measures and the Common Core State Standards

Build customized reading lists.
- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt aids necessary with questions such as, Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?
- Model how to navigate to “Find a Book, i-Ready,” enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on “Add to My Reading List.”
- Have students make a list of interesting books to look for at the school or local library. Remind them to consider their favorite books and genres when selecting search categories.


Lexile® Measures and i-Ready

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A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com:

- How to use a Lexile measure with activities such as these:
  - Lexile measures at home and at school
  - Lexile measures and grade levels
  - Managing multiple Lexile measures
  - Lexile measures and the Common Core State Standards

Build customized reading lists.
- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt aids necessary with questions such as, Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?
- Model how to navigate to “Find a Book, i-Ready,” enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on “Add to My Reading List.”
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Lexile® Measures and i-Ready

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# Reading: Foundational Skills

### Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
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</thead>
<tbody>
<tr>
<td>LA.3.RF.3.3.a</td>
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<td>LA.3.RF.3.3.b</td>
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<td>LA.3.RF.3.3.c</td>
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<td>LA.4.RL.4.3</td>
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### Grade 5

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<td>LA.5.RL.5.2</td>
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<tr>
<td>LA.5.RL.5.3</td>
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</tbody>
</table>
Student Online Instruction
Making Inferences about Informational Text

Automated, differentiated lessons delivered at each student’s level are highly engaging and motivational

- Boosts students’ confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Uses real-world scenarios to engage students and build conceptual understanding
- Features a consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction

At the beginning of each lesson, skills are taught through engaging characters and real-world scenarios.

2. Guided practice

Once students have been taught a skill, they practice what they’ve learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

Additional skill development available through World’s Worst Pet™ iPad® app

iPad® is a trademark of Apple Inc., registered in the U.S. and other countries.
Jasmine Wells - Reading - Grade 5
September 12, 2013 - May 30, 2014

Use this report to review a student’s progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary

<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
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<td>Mid</td>
<td>Late</td>
<td>Early</td>
<td>Mid</td>
<td>Late</td>
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Grade 5

Detail by Domain

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<thead>
<tr>
<th>Lessons</th>
<th>Completed</th>
<th>Pass Rate</th>
<th>Time on Task</th>
<th>Domain Status</th>
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<tr>
<td>High-Frequency Words</td>
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<td>Vocabulary</td>
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<tr>
<td>Comprehension</td>
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Detail by Lesson

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<tr>
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<th>Lessons</th>
<th>Pass/Fail</th>
<th>Score</th>
<th>Time on Task</th>
<th>Extra Lesson</th>
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<tbody>
<tr>
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<td>Compound Words</td>
<td>Pass</td>
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<td>Suffixes</td>
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<table>
<thead>
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<th>Comprehension</th>
<th>Date</th>
<th>Lessons</th>
<th>Pass/Fail</th>
<th>Score</th>
<th>Time on Task</th>
<th>Extra Lesson</th>
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<td>Vocabulary in Context</td>
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<td></td>
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<td>Make Predictions</td>
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<td>LA.4.RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>14m</td>
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<tr>
<td></td>
<td>3/26/14</td>
<td>Cause and Effect</td>
<td>Fail</td>
<td>54%</td>
<td>16m</td>
<td></td>
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<tr>
<td>LA.4.RL.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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</tbody>
</table>
Progress Monitoring

Jasmine Wells - Reading - Grade 5

Key Questions

- Is Jasmine on track for end-of-year target growth? YES
- Is Jasmine on track for average grade-level target? YES
- Is Jasmine on track to be on/above grade level by end of year? YES

Use data to track student progress toward yearly targets with parents and other stakeholders.
## Mrs. Thompson’s Grade 5 Reading Class

### Performance by Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Overall Scale Score</th>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
<th>Comprehension: Literature</th>
<th>Comprehension: Informational Text</th>
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<tbody>
<tr>
<td>Chavez, Avis</td>
<td>643</td>
<td>Mid 5</td>
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<td>Mid 5</td>
<td>Late 5</td>
<td>Mid 5</td>
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<td>Byrd, Deirdre</td>
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<td>Ishikawa, Lakisha</td>
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<td>Tested Out</td>
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<td>Early 5</td>
<td>Early 5</td>
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</tbody>
</table>

### Understanding Supporting Evidence in Informational Text

**Fact**
- Stopping the race: message is in an area near the start of the race.

**Reason/Evidence**
- Sometimes you don’t have time to think it over before you act.

**Opinion**
- I think testing would come in a lot of times.

### Explaining Relationships Informational Texts

**Fact**
- Kitten has grown up to be a smart, thing place. It has become a smart, thing place.

**Fact**
- It looks like the kitten has grown up to be a smart, thing place.

**Relationship**
- In ancient times, Kitten knew most of all, and no one else knew most of all.

### Distinguishing Points of View on a Topic

**Fact**
- On my way, I told my friend Carmen that I was late. He said, “It’s not a big deal!”

**Fact**
- On my way, my friend Carmen thought that it’s not a big deal! He said, “It’s not a big deal!”

**Fact**
- On my way, my friend Carmen was a little ticked off. He thought that it’s not a big deal!

**Fact**
- On my way, my friend Carmen told me, “I’m late!”

### Analyzing Accounts of the Same Topic

**Fact**
- In secondhand account, something written about an event by a person who was not actually there.
Mrs. Thompson’s Grade 5 Reading Class

Profile Overview

19 out of 19 Students Tested in Fall 2013 (09/12/2013 - 12/31/2013)

<table>
<thead>
<tr>
<th>Profile 1</th>
<th>Profile 2</th>
<th>Profile 3</th>
<th>Profile 4</th>
<th>Profile 5</th>
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<tr>
<td>Limited vocabulary and low comprehension</td>
<td>Limited vocabulary and low comprehension</td>
<td>Limited vocabulary and low comprehension</td>
<td>Larger vocabulary and low comprehension</td>
<td>Comprehension on or above level</td>
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Students in Each Grouping Profile

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<th>Profile 1</th>
<th>Profile 2</th>
<th>Profile 3</th>
<th>Profile 4</th>
<th>Profile 5</th>
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<td>Favreau, Abigail</td>
<td>Campbell, Jorge</td>
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<td>Herrera, Patty</td>
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<tr>
<td>Wells, Jasmine</td>
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</table>
**Instructional Grouping**

**Profile 5 Detail**

---

### Instructional Priorities for Profile 5

**VOCABULARY**

Deepen knowledge of academic language.

- Extend students’ word knowledge by teaching increasingly sophisticated conceptual vocabulary.
  - Teach words such as alternative, components, contribution, core, document, dominant, implies, instance, interaction, justification, outcomes, reaction, sequence, specified, and techniques.
  - Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
  - Encourage students to play with these words and connect them to everyday life. Ask questions or use prompts such as “What are some good alternatives for the word good?” “Let’s see how many ways you can justify not having homework tonight.”

**Teach or review meaningful word parts.**

- Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.
  - Teach or review the meanings of these prefixes: im-, inter-, com-, con-, fore-, mid-, post-, semi-, pro-, and hyper-.
  - Teach or review the meanings of these suffixes: -ly, -ly, -al, -ial, -ish, -logy, -ic, -ive, -ative, -ive, -ence, and -ence.
  - Provide instruction and practice in base words and Greek and Latin root words.

**Foster word consciousness.**

- Take time to explore word relationships such as synonyms, antonyms, and homophones. Go further by exploring shades of meaning. For example: “What’s an example of something that is silly?” “Something absurd!”
  - Teach figurative language, such as similes, metaphors, and personification. Provide opportunities to locate and discuss examples of figurative language in context. Encourage students to try out figurative language in their speaking and writing.

**Support for English Learners**

- Students at this level may be speaking and understanding English quite well but are likely to have some difficulty with academic and content-specific words. Focus on both word and concept knowledge within the context of content-area learning.

**COMPREHENSION**

Teach close reading.

- Read aloud a text and model close reading. Then have students do close readings of texts read independently. Offer these prompts:
  - Read the text several times.
  - Determine the meaning of any unfamiliar words. Use a dictionary or ask someone.
  - Think about the structure. What choices did the author make about organizing the text? Why did the author make those choices?

---

### Tools for Instruction

**Vocabulary**

- Teach New Word Meanings
  - (1 of 10)
- Use Context to Find Word Meaning
  - (2 of 10)
- Prefixes inter-, fore-, mid-, post-, semi-
  - (3 of 10)
- Prefixes pro-, hyper-
  - (4 of 10)

**Comprehension**

- Main Idea and Supporting Details
  - (1 of 15)
- Make Inferences
  - (2 of 15)
- Cite Textual Evidence
  - (3 of 15)
- Summarize Literary Text
  - (4 of 15)

---

### Recommended Products from Curriculum Associates

<table>
<thead>
<tr>
<th>If you have this product...</th>
<th>Use...</th>
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</thead>
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**World’s Worst Pet” - Vocabulary (iPad® app focusing on Tier Two vocabulary)**

- Level E
  - Have students play and replay the activities, choosing from 20 sets in Level E, to provide multiple exposures to words.
  - There is also a writing prompt at the end of each set of activities.

**How to download this free app...**

World’s Worst Pet vocabulary app can be downloaded for free on the App Store® by searching in the Education category using the keywords "World’s Worst Pet."
Harrington School - Reading

School Summary

561 out of 571 Students Tested in Standard View

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<th>% Students</th>
<th># Students</th>
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Detail by Grade

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Detail by Student

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Byrd, Deirdre
Wells, Jasmine
Isaacs, Roberta
Irving, Bobby
Hernandez, Ernie
Wells, Jasmine
Isaacs, Roberta
# Harrington School

## Subject: Reading

### Grade 3

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<th>Total Number of Students</th>
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<tr>
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<tr>
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<td>0%</td>
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<tr>
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# Student Growth by Grade & School

## Hayes-Schulman Consolidated District

### District Summary

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<th>Progress Towards Targeted Growth (Average Across All Students)</th>
<th>Average Scale Score Gain</th>
<th>Average Scale Score Gain Required to Achieve Target</th>
<th>% Students who Achieved Target</th>
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### District Detail by Grade

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<th>Average Scale Score Gain</th>
<th>Average Scale Score Gain Required to Achieve Target</th>
<th>% Students who Achieved Target</th>
<th>% Students On or Above Grade Level</th>
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### District Detail by School

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School-level report also available
### District Performance

#### Hayes-Schulman Consolidated District

**Subject:** Reading

#### All Schools

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<th>On Level</th>
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#### Harrington School

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<td>48%</td>
<td>30%</td>
<td>532</td>
<td>110</td>
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<tr>
<td>Grade 4</td>
<td>72%</td>
<td>21%</td>
<td>34%</td>
<td>45%</td>
<td>579</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Level 1 – Number and Operations

When a transversal intersects two parallel lines, corresponding angles are congruent.

When a transversal intersects two parallel lines, alternate interior angles are congruent.

When two lines intersect at a point, adjacent angles are supplementary.

When two lines intersect at a point, vertical angles are congruent.

Audio is an available option for students in grades K–5.

Level 3 – Number and Operations

In the figure, \( m \angle 2 = 5 \), why is \( 2 \neq 5 \)?

Level 7 – Measurement and Data

The graph shows the total number of inches of snow that fell in a town in February over a ten year period. What is the approximate probability that Year 11 will have more than 15 inches of snow?

Address both integrated and traditional approaches to high school math!
## MATHEMATICS

### Student Profile

**Tabitha Fernandez - Mathematics - Grade 5**

#### Overall Performance

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 3 - 05/12/2014</td>
<td>Level 5</td>
<td>605</td>
</tr>
<tr>
<td>Test 2 - 01/13/2014</td>
<td>Level 4</td>
<td>491</td>
</tr>
<tr>
<td>Test 1 - 09/10/2013</td>
<td>Level 3</td>
<td>480</td>
</tr>
</tbody>
</table>

#### Detail for Test 1 - 09/10/2013

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Operations</td>
<td>Level 3</td>
<td>458</td>
</tr>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>Level 3</td>
<td>467</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Level 3</td>
<td>472</td>
</tr>
<tr>
<td>Geometry</td>
<td>Level 4</td>
<td>480</td>
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</tbody>
</table>

#### Developmental Analysis

<table>
<thead>
<tr>
<th>Overall Math Performance</th>
<th>Level 3</th>
<th>Test results indicate that Tabitha would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Tabitha’s math abilities across domains. This priority places Tabitha in Instructional Grouping Profile 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Operations</td>
<td>Level 3</td>
<td>At levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tabitha could benefit from practice using place value to add within 1,000.</td>
</tr>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>Level 3</td>
<td>At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factor pairs, and multiples, as well as numeric patterns. Test results indicate that Tabitha needs to develop a deeper understanding of the relationship between multiplication and division and apply this concept to solving word problems.</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Level 3</td>
<td>At levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting data on line plots and line graphs. Results indicate Tabitha may benefit from review of these topics.</td>
</tr>
<tr>
<td>Geometry</td>
<td>Level 4</td>
<td>At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Results indicate Tabitha may benefit from review of these topics.</td>
</tr>
</tbody>
</table>
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 3–5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Tabitha Can Do
Results indicate that Tabitha can likely do the skills shown below.

- **Base Ten**
  - Model three-digit numbers.
  - Compare and order three-digit numbers.
  - Know multiplication facts through 9 x 9.

- **Fractions**
  - Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.
  - Identify fractions that name part of a whole (1/3, 1/4, 1/6, 1/8, 1/10, 1/12).

Next Steps for Instruction
Results indicate that Tabitha will benefit from instruction and practice in the skills shown below.

- **Base Ten**
  - Add multi-digit numbers.
  - Subtract multi-digit numbers.
  - Multiply 10 or a multiple of 10 by a one-digit number.
  - Multiply three-digit numbers by one-digit numbers.
  - Know division facts through 81 ÷ 9.
  - Divide up to three-digit numbers by one-digit numbers.

- **Fractions**
  - Identify fractions shown on a number line.
  - Use models to find equivalent fractions.
  - Write equivalent fractions, including fractions in simplest form.
  - Decompose a fraction into a sum of fractions with like denominators.
  - Add and subtract fractions with like denominators.

**Test 1 - 09/10/2013**
Placement Level 3

**Tools for Instruction**

- **Know Division Facts**
  - (1 of 6)
- **Add Multi-Digit Numbers**
  - (2 of 6)
- **Subtract Multi-Digit Numbers**
  - (3 of 6)
- **Divide by One-Digit Numbers**
  - (4 of 6)

**Recommended Products from Curriculum Associates**

If you have this product... Use...

**Ready® Common Core Math Instruction**

- Grade 3
  - Lesson 4: Understand the Meaning of Division, p. 30
  - Lesson 5: Understand How Multiplication and Division Are Connected, p. 36
  - Lesson 6: Multiplication and Division Facts, p. 42
  - Lesson 15: Understand Fractions on a Number Line, p. 138
  - Lesson 16: Understand Equivalent Fractions, p. 144

Learn More See page 24 for more detail
Tools for Instruction

**Divide by One-Digit Numbers**

**Objective:** Divide three-digit numbers by one-digit numbers.

This activity builds on the meaning of division and on fluency with basic division facts. The standard algorithm for long division has often been taught to students through rote practice until mastery. To prepare students to understand the division algorithm, this activity provides three methods of modeling and computing quotients by building on place-value understanding and the relationships of division to multiplication and subtraction. Students should gain an understanding of what division is as a mathematical operation, which will help them to make sense of fraction concepts, and to identify applications of division in real-world scenarios.

**Three Ways to Teach**

1. **Use an Area Model to Divide** 15–20 minutes
   - Write “144 ÷ 4” on the board. Have the student estimate the quotient.
   - Explain that it would take too long to subtract 4 over and over, and that help the student choose a multiple of 4 that is easy to subtract, such as 40 (between 30 and 40). Explain that the goal is to separate 144 into groups of 4.
   - Ask: “What is the total length of the rectangle?” Help the student calculate 30 + 5, which represents what is multiplied by 4. Then point out that the total length of the rectangle can be found by adding the two segments together: 30 + 5 = 36, which represents what is multiplied by 4 to get 144.
   - Write “144 ÷ 4” on the board. Have the student estimate the quotient.
   - Tell the student you are going to make a number line.
   - Post a piece of paper tape about two feet long.
   - Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.
   - Help the student choose a multiple of 4 that is easy to subtract, such as 40 (between 30 and 40). Explain that the goal is to separate 144 into groups of 4.
   - Help the student choose a multiple of 4 that is easy to subtract, such as 40 (between 30 and 40). Explain that the goal is to separate 144 into groups of 4.
   - Use the same problem, 144 ÷ 4. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 6. Then remind the student that the total length of the rectangle can be found by adding the two segments together: 30 + 5 = 36, which represents what is multiplied by 4 to get 144.
   - Use the same problem, 144 ÷ 4. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 6. Then remind the student that the total length of the rectangle can be found by adding the two segments together: 30 + 5 = 36, which represents what is multiplied by 4 to get 144.
   - Use the same problem, 144 ÷ 4. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 6. Then remind the student that the total length of the rectangle can be found by adding the two segments together: 30 + 5 = 36, which represents what is multiplied by 4 to get 144.

2. **Use Repeated Subtraction to Divide** 15–20 minutes
   - Write “144 ÷ 4” on the board. Have the student estimate the quotient.
   - Explain that it would take too long to subtract 4 over and over, and that help the student choose a multiple of 4 that is easy to subtract, such as 40 (between 30 and 40). Explain that the goal is to separate 144 into groups of 4.
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3. **Fractions on a Number Line**
   - Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

   **Step by Step** 20–30 minutes
   1. Display the number line.
   - Post a piece of paper tape about two feet long.
   - Tell the student you are going to make a number line.
   - Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.
   2. Locate $\frac{1}{2}$.
   - Focus the student’s attention on the segment between 0 and 1.
   - Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
   - Ask: “If this is one pencil long, how could we show the length of one half of a pencil?” (Make a mark halfway between the 0 and the 1.)
   - Label that location $\frac{1}{2}$.
   - Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
   - Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.
   3. Locate $\frac{1}{2}$.
   - Focus the student’s attention on the segment between 1 and 2.
   - Remind the student that 1 represents 1 pencil length. Ask: Where on this number line is half a pencil length more than 1? (halfway between 1 and 2)
   - Mark and label $\frac{1}{2}$.
   - Help students understand that $\frac{1}{2}$ marks the point halfway between 1 and 2. The number $\frac{1}{2}$ shows a half more than 1.

**Tools for Instruction**

**Objective:** Locate the fractions $\frac{1}{2}$, $\frac{1}{2}$, and $\frac{1}{2}$ on a number line and count by halves from 0 to 3. **Materials:** Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

**Step by Step** 20–30 minutes

1. **Display the number line.**
   - Post a piece of paper tape about two feet long.
   - Tell the student you are going to make a number line.
   - Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.

2. **Locate $\frac{1}{2}$.**
   - Focus the student’s attention on the segment between 0 and 1.
   - Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
   - Ask: “If this is one pencil long, how could we show the length of one half of a pencil?” (Make a mark halfway between the 0 and the 1.)
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   - Focus the student’s attention on the segment between 1 and 2.
   - Remind the student that 1 represents 1 pencil length. Ask: Where on this number line is half a pencil length more than 1? (halfway between 1 and 2)
   - Mark and label $\frac{1}{2}$.
   - Help students understand that $\frac{1}{2}$ marks the point halfway between 1 and 2. The number $\frac{1}{2}$ shows a half more than 1.
Lesson 15

Understand Fractions on a Number Line

Part 1: Introduction

You can figure out what fraction a point on the number line shows.

Numbers are the same distance apart. The distance is like 1 whole. Each time you count another whole, you count another whole number on the number line.

Fractions show equal parts of a whole. You can see this on a number line too.

The section between 0 and 1 is divided into 4 equal parts, so each part shows \( \frac{1}{4} \) of 1 whole. The section between 0 and 1 is divided into 4 equal parts, so each part shows \( \frac{1}{4} \) of 1 whole.

Part 2: Guided Instruction

Exploration

Looking at the number of equal parts helps you think about fractions.

1. Look at the section between 0 and 1 on the number line.
2. How many equal parts are there? What fraction does each part show?
3. Label the number line with the correct fractions.

Part 3: Guided Practice

Exploration

Talk through these problems as a class, then write your answers below.

Anna says that point A shows \( \frac{1}{2} \). Is the right? Explain why or why not.

Demonstrate: Use the number line below to show the fraction \( \frac{1}{2} \).

Illustrate: Use the number line below to show that there are \( \frac{3}{4} \) in 1 whole.

Reflect

How do the number lines help us understand numbers?

Part 4: Common Core Performance Task

Use what you have learned to complete the task.

Zero and Linde are hiking on a trail that is 2 miles long. There are signs to mark each eighth of a mile along the trail.

A. Draw a number line to show the length of the trail and the location of each sign.

B. Zero stopped for water at the \( \frac{1}{2} \) mile mark. Label the \( \frac{1}{2} \) mark with a \( \bigstar \) sign.

C. John stopped to rest after \( \frac{3}{4} \) miles. Label the \( \frac{3}{4} \) mark with a \( \bigstar \) sign.

D. Who stopped before the 1-mile mark? Who stopped after the 1-mile mark? Explain how you know.

Reflect

Which steps for instruction should be emphasized for the Common Core Performance Task?

Independent Math Practice

Challenges students to work independently to demonstrate mastery of the Common Core.
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 student’s 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.

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 a 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.

The Quantile measure describes the skills a student is capable of understanding and the level of mathematics instruction a student is ready to receive.
### Grade 3

**Operations and Algebraic Thinking:** Represent and solve problems involving multiplication and division.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.3.3.OA.1</td>
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<td>✓</td>
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<tr>
<td>MA.3.3.OA.2</td>
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<td>MA.3.3.OA.3</td>
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<tr>
<td>MA.3.3.OA.4</td>
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**Operations and Algebraic Thinking:** Multiply and divide within 100.

<table>
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<th>Standard</th>
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</tr>
</thead>
<tbody>
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**Number and Operations—Fractions:** Develop understanding of fractions as numbers.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.3.3.NF.1</td>
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</table>

### Grade 4

**Operations and Algebraic Thinking:** Use the four operations with whole numbers to solve problems.

<table>
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<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
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</thead>
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</tr>
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<td>MA.4.4.OA.2</td>
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<td>✓</td>
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</tbody>
</table>

**Number and Operations in Base Ten:** Use place value understanding and properties of operations to perform multi-digit arithmetic.

<table>
<thead>
<tr>
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<th>Test 1</th>
<th>Test 2</th>
</tr>
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**Number and Operations—Fractions:** Extend understanding of fraction equivalence and ordering.

<table>
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<tr>
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<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>MA.4.4.NF.2</td>
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### Grade 5

**Operations and Algebraic Thinking:** Write and interpret numerical expressions.

<table>
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</thead>
<tbody>
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</tr>
<tr>
<td>MA.5.5.OA.2</td>
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</tbody>
</table>

**Operations and Algebraic Thinking:** Analyze patterns and relationships.

<table>
<thead>
<tr>
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<tbody>
<tr>
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</table>

**Click to access i-Ready skills assessed**

**✓ Student likely understands this skill**
Student Online Instruction
Dividing Fractions

Automated, differentiated lessons delivered at each student’s level are highly engaging and motivational

- Boosts students’ confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Uses real-world scenarios to engage students and build conceptual understanding
- Features a consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction
At the beginning of each lesson, skills are taught through engaging characters and real-world scenarios.

2. Guided practice
Once students have been taught a skill, they practice what they’ve learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring
Students are assessed at the end of each lesson to drive ongoing progress monitoring.

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Tabitha Fernandez - Grade 5

Use this report to review a student’s progress through their online instruction. Review domain and lesson-level performance information.

**Progress Summary**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
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<td>Early K</td>
<td>Mid K</td>
<td>Late K</td>
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<td>Late 1</td>
<td>Early 2</td>
<td>Late 2</td>
<td>Early 3</td>
<td>Late 3</td>
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<tr>
<td>Algebra and Algebraic Thinking</td>
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<td>Mid 4</td>
<td>Late 4</td>
<td>Early 5</td>
<td>Late 5</td>
<td>Early 6</td>
<td>Late 6</td>
<td>Early 7</td>
<td>Late 7</td>
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<tr>
<td>Measurement and Data</td>
<td>Early 8</td>
<td>Mid 8</td>
<td>Late 8</td>
<td>Early 9</td>
<td>Late 9</td>
<td>Early 10</td>
<td>Late 10</td>
<td>Early 11</td>
<td>Late 11</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
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</table>

**Detail by Domain**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Lessons Completed</th>
<th>Pass Rate</th>
<th>Time on Task</th>
<th>Domain Status</th>
</tr>
</thead>
<tbody>
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<td>80</td>
<td>20h 15m</td>
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<tr>
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<td>25</td>
<td>0h 30m</td>
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<tr>
<td>Measurement and Data</td>
<td>17</td>
<td>20</td>
<td>0h 30m</td>
<td>On</td>
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<tr>
<td>Geometry</td>
<td>16</td>
<td>18</td>
<td>0h 30m</td>
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**Detail by Lesson**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lessons</th>
<th>Pass/Fail</th>
<th>Score</th>
<th>Time on Task</th>
<th>Extra Lesson</th>
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</thead>
<tbody>
<tr>
<td>4/8/14</td>
<td>Subtracting Three-Digit Numbers</td>
<td>Pass</td>
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<td>17m</td>
<td></td>
</tr>
<tr>
<td>4/14</td>
<td>Adding Three-Digit Numbers</td>
<td>Pass</td>
<td>79%</td>
<td>18m</td>
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</tr>
<tr>
<td>4/16</td>
<td>Comparing and Ordering Numbers to 1,000</td>
<td>Pass</td>
<td>90%</td>
<td>15m</td>
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<tr>
<td>3/31/14</td>
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<tr>
<td>3/28/14</td>
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**Algebra and Algebraic Thinking**

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<tr>
<th>Date</th>
<th>Lessons</th>
<th>Pass/Fail</th>
<th>Score</th>
<th>Time on Task</th>
<th>Extra Lesson</th>
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<tr>
<td>3/28/14</td>
<td>Review Addition and Subtraction Fact Families</td>
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<td>19m</td>
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<tr>
<td>3/27/14</td>
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<td>Pass</td>
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<td>18m</td>
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Progress Monitoring

Tabitha Fernandez - Mathematics - Grade 5

Key Questions

<table>
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<tr>
<th>Question</th>
<th>On Track?</th>
<th>Projected End-of-Year Scale Score</th>
<th>Annual Growth to be On Track</th>
<th>End-of-Year Score to be On Track</th>
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<tr>
<td>Is Tabitha on track for end-of-year target growth?</td>
<td>YES</td>
<td>498</td>
<td>28</td>
<td>486</td>
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<tr>
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<tr>
<td>Is Tabitha on track to be on/above grade level by end of year?</td>
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<table>
<thead>
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<td>458</td>
</tr>
<tr>
<td>10/12</td>
<td>PM</td>
<td>462</td>
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<tr>
<td>11/12</td>
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<td>466</td>
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<tr>
<td>12/12</td>
<td>PM</td>
<td>477</td>
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<tr>
<td>1/13</td>
<td>D</td>
<td>481</td>
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Use data to track student progress toward yearly targets with parents and other stakeholders
# Class Profile

## Mr. Brown's Grade 5 Mathematics Class

**Performance by Student**

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### Overall Scale Score

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<th>Score</th>
<th>Overall Placement</th>
<th>Number and Operations</th>
<th>Algebraic Thinking</th>
<th>Measurement and Data</th>
<th>Geometry</th>
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<tr>
<td>Kell, Clayton</td>
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<td>Early 5</td>
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<td>Level 6</td>
<td>Late 5</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Kyser, Iva</td>
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<td>Level 6</td>
<td>Level 6</td>
<td>Mid 5</td>
<td>Level 4</td>
</tr>
<tr>
<td>Hill, Cary</td>
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<td>Mid 5</td>
<td>Early 5</td>
<td>Early 5</td>
<td>Early 5</td>
<td>Late 5</td>
</tr>
<tr>
<td>Iman, Zachary</td>
<td>534</td>
<td>Early 5</td>
<td>Mid 6</td>
<td>Early 5</td>
<td>Mid 5</td>
<td>Level 4</td>
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<tr>
<td>Hawkins, Franklin</td>
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<td>Early 5</td>
<td>Late 5</td>
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<td>Level 4</td>
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<td>Ditullo, Pearlie</td>
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<td>Late 5</td>
<td>Mid 5</td>
<td>Level 4</td>
<td>Mid 5</td>
</tr>
</tbody>
</table>

### Concept of Ratios

- 2 out of 3 guests would like carrot cupcakes. The rest would prefer zucchini cupcakes.

### Algebraic Expressions

- Match each word to an algebraic expression:
  - Quotient
  - Product

### Understand What a Fraction Is

- Unit fraction: a fraction with a numerator of one

### Understand Division

- What is 5 times 4?
Mr. Brown’s Grade 5 Mathematics Class

Profile Overview

22 out of 22 Students Tested in Fall 2013 (09/06/2013 - 12/31/2013)

<table>
<thead>
<tr>
<th>Profile 1</th>
<th>Profile 2</th>
<th>Profile 3</th>
<th>Profile 4</th>
<th>Profile 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Grasty, Ashlee</td>
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<td>Herdon, Rachelle</td>
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<td>Coleman, Chong</td>
<td>Gunderman, Marco</td>
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<td>Cronk, Jamie</td>
<td>Guzman, Kate</td>
<td>Hawkins, Franklin</td>
<td>Kell, Clayton</td>
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<td>Hahn, Derrick</td>
<td>Iman, Zachary</td>
<td>Kyser, Iva</td>
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<td>Fernandez, Tabitha</td>
<td>Hamilton, Emilia</td>
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<td>Gowdy, Neil</td>
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**Instructional Priorities for Profile 4**

**Geometry**
- Identify lines of symmetry in two-dimensional shapes.
- Classify two-dimensional figures by parallel and perpendicular sides and by angles.

The significant concepts at this stage relate to categorizing quadrilaterals by the presence or absence of parallel and perpendicular sides and understanding angles and their measurement. Working with symmetry helps students analyze quadrilaterals for the presence or absence of congruent sides or congruent angles. Provide hands-on practice with folding shapes to test for symmetry or congruent parts (use large enough paper to allow accuracy).

**Measurement**
- Convert measurement within a single system.
- Find the area and perimeter of a rectangle.
- Measure angles using a protractor.

Students often struggle to convert measurements. It is important to help them develop the understanding that, when converting from a smaller measurement to a larger measurement, the number of units should decrease, and vice-versa. It may also be helpful to show students that the same number sense that they use to reason within the base-ten system can be applied to the metric system. Provide ample opportunities to measure angles in a variety of orientations. Be sure that, at least initially, the size of the drawing of each angle is appropriate to the size of the protractor available.

**Data**
- Use data to draw a line plot.

Students who are having difficulty constructing graphs may benefit from first analyzing graphs that have already been made. Have students look at several different line plots, describe the elements the graphs have in common, and explain the data represented by each graph. Guide students to note the similarities (and differences) between line plots and bar graphs. Then, have students use what they have learned to create their own line plots.

**Essential Vocabulary**
- Math terms related to essential concepts at this level include point, line, segment, ray, angle, parallel, perpendicular, and symmetry.

Fluency with selected math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

**Tools for Instruction**

**Geometry**
- Perpendicular and Parallel Line Segments
- Rays and Angles
- Attributes of Shapes
- Lines of Symmetry

**Measurement and Data**
- Find Equivalent Measurements
- Solve for Angle Measures
- Volume Concepts
- Using Line Plots

**Recommended Products from Curriculum Associates**

If you have this product... | Use...
---|---
Ready® Common Core Math Instruction | Grade 4
Lesson 23: Convert Measurements, p. 208
Lesson 24: Time and Money, p. 218
Lesson 25: Length, Liquid Volume, and Mass, p. 228
Lesson 26: Perimeter and Area, p. 240
Lesson 27: Line Plots, p. 250
Lesson 28: Understand Angles, p. 262
Lesson 29: Measure and Draw Angles, p. 268
Lesson 30: Add and Subtract With Angles, p. 276
Lesson 31: Points, Lines, Rays, and Angles, p. 292
Lesson 32: Classify Two-Dimensional Figures, p. 304
Lesson 33: Symmetry, p. 316

Learn More
## Harrington School - Mathematics

### School Summary

598 out of 651 Students Tested in Standard View

<table>
<thead>
<tr>
<th>% Students</th>
<th># Students</th>
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<td>44%</td>
<td>264</td>
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<tr>
<td>50%</td>
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### Detail by Grade

#### Student Distribution Across Tiers

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<th>Grade</th>
<th>Tier 1: On or Above Level</th>
<th>Tier 2: &lt; 1 Level Below</th>
<th>At risk for Tier 3: &gt; 1 Level Below</th>
<th>Total # Students Assessed</th>
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<tr>
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<td>44% (38)</td>
<td>6% (5)</td>
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<td>59% (55)</td>
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<td>8% (6)</td>
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### Detail by Student

<table>
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<th>Student</th>
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<tr>
<td>Carr, Jennifer</td>
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<td>Early 5</td>
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<td>Hernandez, Ernie</td>
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Performance by Grade & Class

Harrington School
Subject: Mathematics

Grade 3

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<th>On Level</th>
<th>Above Level</th>
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<th>Total Number of Students</th>
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Window 1 - 09/06/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

Grade 4

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Window 1 - 09/06/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

Grade 5

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<tr>
<th>Class</th>
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<th>Above Level</th>
<th>Average Scale Score</th>
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Window 1 - 09/06/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

Grade 6

<table>
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<tr>
<th>Class</th>
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<th>Above Level</th>
<th>Average Scale Score</th>
<th>Number of Students Assessed</th>
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</thead>
<tbody>
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Window 1 - 09/06/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014
# Hayes-Schulman Consolidated District

## District Summary

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<th>Progress Towards Targeted Growth</th>
<th>Average Scale Score Gain</th>
<th>Average Scale Score Gain Required to Achieve Target</th>
<th>% Students who Achieved Target</th>
<th>% Students On or Above Grade Level</th>
<th>Number of Students in Summary</th>
<th>Number of Students in District</th>
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<td>District</td>
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## District Detail by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Progress Towards Targeted Growth</th>
<th>Average Scale Score Gain</th>
<th>Average Scale Score Gain Required to Achieve Target</th>
<th>% Students who Achieved Target</th>
<th>% Students On or Above Grade Level</th>
<th>Number of Students in Summary</th>
<th>Number of Students in Grade</th>
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## District Detail by School

<table>
<thead>
<tr>
<th>School</th>
<th>Progress Towards Targeted Growth</th>
<th>Average Scale Score Gain</th>
<th>Average Scale Score Gain Required to Achieve Target</th>
<th>% Students who Achieved Target</th>
<th>% Students On or Above Grade Level</th>
<th>Number of Students in Summary</th>
<th>Number of Students in School</th>
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<tr>
<td>Harrington School</td>
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School-level report also available
District Performance

Hayes-Schulman Consolidated District
Subject: Mathematics

All Schools

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Students On or Above Level</th>
<th>Student Placement Distribution (%)</th>
<th>Average Scale Score</th>
<th>Number of Students Assessed</th>
<th>Total Number of Students</th>
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<td>On Level</td>
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<td>39%</td>
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</table>

Harrington School

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Students On or Above Level</th>
<th>Student Placement Distribution (%)</th>
<th>Average Scale Score</th>
<th>Number of Students Assessed</th>
<th>Total Number of Students</th>
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<tr>
<td></td>
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<td>On Level</td>
<td>Above Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade K</td>
<td>25%</td>
<td>30%</td>
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<td>425</td>
<td>80</td>
</tr>
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<td>Grade 1</td>
<td>58%</td>
<td>30%</td>
<td>13%</td>
<td>393</td>
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<td>22%</td>
<td>48%</td>
<td>30%</td>
<td>480</td>
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<tr>
<td>Grade 3</td>
<td>21%</td>
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<td>45%</td>
<td>490</td>
<td>100</td>
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<tr>
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<td>40%</td>
<td>30%</td>
<td>30%</td>
<td>511</td>
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</table>
Research

i-Ready® Diagnostic development has followed guidelines outlined by the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999).

- **Best-practice adaptive test design**: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- **Best-practice assessment development (e.g., item design, test construction)**: Informed by best practices in the field of educational testing, as well as the Common Core State Standards (CCSS) and current state standards
- **Assessment development led by expert advisors**: Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation
- **Large, diverse sample for item and scale calibration**: Assessment items have been field tested with over 120,000 students across representative socioeconomic, geographic, and ethnic strata
- **Strong validity and reliability**: The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

**Large, diverse sample for continued item development and testing**

- More than 800,000 students nationwide
- Over 2 million assessments administered

**Expert advisors**

**Psychometrics**

- **Dr. Richard Brown** | Former Associate Professor, Rossier School of Education, University of Southern California
  - Former Director of the Center for Research in Educational Assessment and Measurement and Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA
  - Well known expert on computer adaptive testing
- **Dr. Stephen G. Sireci, Ph.D.** | Professor, Educational Policy, Research, and Administration at the University of Massachusetts at Amherst
  - President, Sireci Psychometric Services, Inc.
- **Dr. April L. Zenisky** | Director, Computer-Based Testing
  - Senior Fellow in the Center for Educational Assessment at the University of Massachusetts

**Reading**

- **Dr. David Chard** | Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Lori Helman** | Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota
  - Many years of bilingual teaching experience at the early grades; leads new teacher induction programs
  - Co-Director of the Minnesota Center for Reading Research

**Mathematics**

- **Dr. Richard Bisk** | Chair and Professor of Mathematics at Worcester State University
  - Advisor to the Massachusetts Department of Education in the development of the Guidelines for the Mathematical Preparation of Elementary Teachers
  - Expert on Singaporean mathematics education
- **Dr. David Chard** | Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Cathy Seeley** | Senior Fellow at the Charles A. Dana Center at the University of Texas at Austin
  - Veteran mathematics educator and change facilitator with 35 years of experience at the local, state, and national levels; works on state and national policy and improvement efforts in mathematics education
  - Prior president of the National Council of Teachers of Mathematics (NCTM) from 2004 through 2006, and currently an active member of the council
Case Studies

**Randolph Central School District, Randolph, NY**

48% Eligible for Free/Reduced Lunch
90 mins per week in online instruction modules
Implemented with grades K–8

“The way in which we used i-Ready and Ready was the single greatest factor in our school’s success.”
—Kim Moritz, Superintendent

Business First rates the academic performance of 97 public school districts in the eight counties of Western New York, based on four years of test data from the New York State Education Department.

**Springfield Elementary School, New Middletown, OH**

Title I school
High-performing
29% Eligible for Free/Reduced Lunch
14% Special Education
Implemented with grades K–4

“The reports are phenomenal.”
—Kristen Snyder, Library Media Specialist

**Edward Kemble ES, Sacramento, CA**

Title I school
89% Eligible for Free/Reduced Lunch
56% English Language Learners
Implemented with grades 2 and 3

“The key is that it is assessment and instruction together.”
—Dr. Shana Henry, Principal

**PS 49, Bronx, NY**

Title I school
98% Eligible for Free/Reduced Lunch
23% English Language Learners
Implemented with grades 2 and 4

“When we used i-Ready, differentiation was a lot easier. The program figured out what students needed and adjusted to them.”
—Kevin Burke, Assistant Principal and Academic Service Leader

**Farmington Elementary School, Culpeper, VA**

Title I school
52% Eligible for Free/Reduced Lunch
Used i-Ready 30–45 minutes/day, 4–5 days/week

“Of the Grade 5 Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year.”
—Gail Brewer, Principal

To read complete case studies visit: i-Ready.com/casestudies
## Phonological Awareness
- Rhyme Recognition
- Phonemic Identity and Isolation
- Phoneme Blending and Segmentation
- Phoneme Addition and Substitution
- Phoneme Deletion

## Phonics
- Letter Recognition
- Consonant Sounds
- Short and Long Vowels
- Decoding One- and Two-Syllable Words
- Inflectional Endings; Prefixes and Suffixes
- Digraphs and Diphthongs
- Vowel Patterns
- Decoding Longer Words

## High-Frequency Words
- Academic and Domain Specific Vocabulary
- Word Relationships
- Use of Reference Materials
- Prefixes, Suffixes, and Word Roots

## Informational Text
- Author’s Purpose
- Categorize and Classify
- Cause and Effect
- Drawing Conclusions/Making Inferences
- Fact and Opinion
- Main Idea and Details
- Messages
- Summarize
- Text Structure
- Vocabulary in Context
- Compare and Contrast Across Different Mediums
- Analysis of Close Reading of the Text
- Citing Textual Evidence

## Literature
- Author’s Purpose
- Cause and Effect
- Drawing Conclusions/Making Inferences
- Figurative Language
- Story Structure
- Summary
- Theme/Mood
- Understanding Character
- Vocabulary in Context
- Compare and Contrast Across Different Mediums
- Analysis of Close Reading of the Text
- Citing Textual Evidence

## Number and Operations/The Number System
- Counting and Cardinality
- Base Ten—Whole Numbers and Decimals
  - Place value, compare, add, subtract, multiply, divide
- Fractions
  - Model, compare, add, subtract, multiply, divide
- Rational Numbers
  - Model, compare, add, subtract, multiply, divide
- Real and Complex Numbers
  - Model, compare, add, subtract, multiply, divide

## Algebra and Algebraic Thinking
- Operations and Algebraic Thinking
  - Fluency, number relationships, properties, solving word problems
- Expressions and Equations
  - Variables, equations, solving word problems
- Ratio and Proportional Relationships
  - Percents, rates, lines, and slope
- Functions
  - Linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational
- Interpreting Functions
- Building Functions
- Systems of Equations and Inequalities

## Geometry
- Two-Dimensional Shapes
- Three-Dimensional Shapes
- Lines, Segments, Points, Rays, and Angles
- Symmetry and Transformations
- Congruence and Similarity
- Coordinate Geometry
- Pythagorean Theorem
- Circles
- Proofs

## Measurement and Data
- Measurement Units and Tools: Customary and Metric
  - Time, money, length, capacity, weight, and mass
- Geometric Measurement
  - Area, Perimeter, Surface Area, Volume
- Creating and Interpreting Graphs
- Statistics and Probability
  - Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on probability and expected values, and correlations

### Reading Skills Assessed
- Phonological Awareness
- Phonics
- High-Frequency Words

### Foundational Skills
- Numbers and Operations/The Number System
- Algebra and Algebraic Thinking
- Geometry
- Measurement and Data

### Comprehension
- Informational Text
- Literature

### Math Skills Assessed
- Number and Operations/The Number System
- Algebra and Algebraic Thinking
- Geometry
- Measurement and Data

### Reading Highlights
- Covers all Common Core reading domains
- Supports foundational skill building for all students in need
- Informational and literary text included equally and separately
- Emphasis on complex text and use of authentic literature
- Interdisciplinary passages feature academic vocabulary

### Mathematics Highlights
- Covers all Common Core math domains
- Focuses on conceptual math understanding and procedural fluency
- Supports the Common Core’s eight mathematical practices
- Animated, interactive instruction involves word problems, problem solving, and key mathematical topics

### Common Core Support
- Diagnoses Common Core needs by district, grade, class, and student
- Targets instruction at the sub-skill level
- Covers 90% of testable standards, including areas absent from traditional programs
- Helps teachers successfully implement the Common Core with at-a-glance reporting and instructional activities
- Monitors progress toward the Common Core through easy-to-read reports

### Common Core Support in the Entire i-Ready® Program
- Common Core support is embedded in the entire i-Ready® program
- Diagnoses Common Core needs by district, grade, class, and student
- Targets instruction at the sub-skill level
- Covers 90% of testable standards, including areas absent from traditional programs
- Helps teachers successfully implement the Common Core with at-a-glance reporting and instructional activities
- Monitors progress toward the Common Core through easy-to-read reports
A valid and reliable measure of student growth for your whole district

Adaptive Diagnostic pinpoints student needs down to the sub-skill level and provides a single growth measure across K–12

Sample Level 10 Diagnostic Item

Sample Level 10 Report
Sample Diagnostic Items

**Level 10 – Reading Comprehension: Literature**

**Excerpt from The Red Badge of Courage by Stephen Crane**

… The youth was in a little trance of apprehension. So they were at last going to fight…

He had, of course, dreamed of battles all his life; of gallantry and bloody conflict that had thrilled him with their inward and tireless, in claims he had seen himself in.

**Level 11 – Reading Comprehension Informational Text**

**Video**

What do the video and the passage suggest?

- Be sure the church has been visited before it is completed. Visit the church and see that the building is not in danger of collapse.
- Is it necessary to ensure the necessary care and supplies for the area, normally, must integrate women into the workforce?
- In order to succeed with the Barry women, technology, women must be deployed as engineers.
- Barry women are shown to be the older number. They take their own surprising work and will be more efficient.

**Level 9 – Geometry**

**Use the compass and straightedge to construct the perpendicular bisector of line segment AB below.**

**Level 10 – Algebra and Algebraic Thinking**

Compare the graphs of the two functions shown. Which statement best describes the two functions?

- Both functions grew exponentially and $f(x)$ is $g(x)$ as $x$ goes to infinity.
- Only $f(x)$ grows exponentially and $f(x)$ is $g(x)$ as $x$ goes to infinity.
- Only $g(x)$ grows exponentially and $g(x)$ is $f(x)$ as $x$ goes to infinity.
- Both functions grew exponentially and $g(x)$ is $f(x)$ as $x$ goes to infinity.

- Measures growth on a single scale across grades K–12
- Ensures students are college and career ready
- Identifies the below-level skills holding students back
- Provides instruction for students missing foundational skills

- Prepares for the Common Core:
  - Assesses across the CCSS reading and mathematics domains
  - Works equally well with Common Core traditional or integrated math courses
  - Ensures students are ready for increased reading demands by focusing separately on informational and literary texts, with a wide use of authentic texts
Lucas Young – Reading – Grade 10

Overall Performance

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 3 - 04/12/2013</td>
<td>Mid/Late 10</td>
<td>674</td>
<td>+/− 13.2</td>
</tr>
<tr>
<td>Test 2 - 01/12/2013</td>
<td>Early 10</td>
<td>661</td>
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<tr>
<td>Test 1 - 09/12/2012</td>
<td>Level 9</td>
<td>650</td>
<td>+/− 13.0</td>
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</table>

Detail for Test 1 - 09/12/2012

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
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<td>650</td>
</tr>
<tr>
<td>Comprehension: Literature</td>
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<td>675</td>
</tr>
<tr>
<td>Comprehension: Informational Text</td>
<td>Level 9</td>
<td>650</td>
</tr>
</tbody>
</table>

Placement Developmental Analysis

Overall Reading Performance

- Level 9

Results indicate that Lucas is having some difficulties comprehending text at the high school level. The Vocabulary score indicates that word knowledge is not a contributing factor. Lucas would benefit from targeted instruction in key Comprehension strategies.

Vocabulary

- Mid/Late 10

Both word knowledge and word-learning strategies are addressed in this domain. Lucas should extend understanding of shades of meaning and idioms by applying them in writing. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.

Comprehension: Literature

- Early 10

This domain addresses Lucas’ understanding of literary text. Results indicate that Lucas is ready for instruction in Level 10 literary skills and strategies such as making inferences and citing textual evidence, interpreting figurative language, and analyzing characters. Lucas should be reading closely and deeply across a wide range of literary genres, including historical fiction, one-act and multi-act plays, parodies, sonnets, and ballads.

Comprehension: Informational Text

- Level 9

This domain addresses Lucas’ understanding of informational text. Results indicate that Lucas is ready for instruction in Level 9 skills and strategies such as making inferences and citing textual evidence, identifying central idea and supporting ideas, and comparing points of view. Lucas should be reading closely and deeply across a wide range of texts, including historical, scientific, technical, or economic accounts written for a broad audience.
Building Comprehension: Literature Skills

As students become college and career ready, the CCSS expects them to read closely and actively across a wide range of history, social studies, science, and technical texts, developing facility at evaluating arguments and an increased ability to understand experts who write about specific domains. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to literary text.

What Lucas Can Do
Results indicate that Lucas can likely do the skills shown below.

- **Cite textual evidence and make inferences.**
  - Cite several pieces of textual evidence that strongly support a statement about what a Level 9 literary or informational text says explicitly.
  - Draw conclusions or make inferences in Level 9 literary and informational text, based on textual evidence.

- **Determine word meaning. Interpret figurative language and author's use of language.**
  - Identify or interpret an author's use of figurative language and/or other literary devices in Level 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
  - Understand the meaning of words and phrases in Level 9 literary or informational text, including academic and/or domain-specific words.
  - Identify or interpret an author's use of connotations, or shades of meaning, in Level 9 literary or informational text.
  - Identify or interpret an author's use of figurative language and/or other literary devices in Level 9 literary or informational text.
  - Interpret an author's use of connotations, or shades of meaning, in Level 9 literary or informational text.

Next Steps for Instruction
Results indicate that Lucas will benefit from instruction and practice in the skills shown below.

- **Extend analyzing point of view.** Support Lucas in Level 10 literary text.
  - Review that the term point of view has two distinct meanings. It can refer to a person's beliefs, attitudes, opinions, or views on a subject. It can also refer to the vantage point from which a story is told.
  - Have students read a variety of Level 10 stories about characters from a variety of places and times told from various points of view. Possibilities include Josephine Niggli's "The Street of the Cañon," told from the third-person omniscient point of view, Cynthia Rylant's "Checkouts," told from the third-person limited point of view, and John Updike's "A&P," told from the first-person point of view.
  - Challenge Lucas to think about how the point of view from which the story is told affects what information the reader is given and what opinions he or she forms about the characters and events.

- **Provide extended practice analyzing characters.**
  - Appearance: What does the character look like? What do you know of the character's build, facial expressions, body language, gestures, habits of speech, etc.? What sorts of clothes does the character wear?
  - Personality: What sort of personality does the character have? Is he or she conscientious? Agreeable? Overly sensitive? Open to experience? Extroverted or outgoing? Is he or she the opposite of these or somewhere in-between?
  - Personal history: What do you know or can you infer about the character's personal history?
  - Relationships: What relationships does the character have with other characters?
  - Values: Is the character likely to care for others or hurt others? Behave fairly or cheat? Be loyal to friends or family or betray them? Obey authority or undermine it?
  - Conflicts: What is hard for this character? Where is he or she struggling? And why?
  - Motivations: Why does the character act as he or she does?
  - Change: Is the character dynamic (one who changes) or static (one who does not change)? If the character changes, in what ways and why?

- **Extend interpreting figurative language in Level 10 literary and informational texts.**
  - Give Lucas a list of definitions, with examples, of common types of figurative language, such as metaphor, simile, personification, and symbolism. Also provide definitions of literary devices such as onomatopoeia, rhyme, rhythm, and alliteration, euphony, and cacophony.
  - Present short mini units on each type of figurative language or literary device. Pair a Level 10 poem that uses the device with a Level 10 informative work that uses the same device. For example, you might have Lucas study personification in Emily Dickinson's poem about a train, "I Like to See It Lap the Miles," and in Aldo Leopold's classic environmentalist essay "Thinking Like a Mountain."
  - As Lucas reads other works, have the student record in a journal examples of figurative language and literary devices.
## Overall Performance

<table>
<thead>
<tr>
<th>Text</th>
<th>Placement</th>
<th>Scale Score</th>
<th>Standard Error</th>
</tr>
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<tbody>
<tr>
<td>Test 3 - 06/12/2013</td>
<td>Early 10</td>
<td>635</td>
<td>±13.2</td>
</tr>
<tr>
<td>Test 2 - 01/12/2013</td>
<td>Level 9</td>
<td>647</td>
<td>±14.0</td>
</tr>
<tr>
<td>Test 1 - 09/12/2012</td>
<td>Level 8</td>
<td>627</td>
<td>±13.0</td>
</tr>
</tbody>
</table>

## Detail for Test 1 - 09/12/12

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Level 9</td>
<td>627</td>
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<tr>
<td>Comprehension: Literature</td>
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<tr>
<td>Comprehension: Informational Text</td>
<td>Level 8</td>
<td>608</td>
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## Developmental Analysis

### Overall Reading Performance
- **Level 9**: Tanisha may lack key Comprehension strategies, but the Vocabulary score points to gaps in word knowledge. Instruction in word meanings and word-learning strategies will support Tanisha’s continued growth in overall comprehension.

### Vocabulary
- **Level 9**: Both word knowledge and word-learning strategies are addressed in this domain. Tanisha should continue to explore prefixes, suffixes and word roots used in domain-specific word. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.

### Comprehension: Literature
- **Level 8**: This domain addresses Tanisha’s understanding of literary text. Results indicate that Tanisha is ready for instruction in Level 8 literary skills and strategies such as analyzing the way a plot unfolds around a central conflict and analyzing characters’ motivations and behaviors. Teach these skills in a variety of literary genres. Tanisha should be reading novels, short stories, poetry, and plays.

### Comprehension: Informational Text
- **Level 8**: This domain addresses Tanisha’s understanding of informational text. Results indicate that Tanisha is ready for instruction in Level 8 informational skills and strategies such as determining the main idea and assessing the accuracy of the author’s evidence to support claims and assertions. Teach these skills in a variety of informational genres.
Building Comprehension: Informational Text Skills

The CCSS expect students at this level to read text closely and actively in order to develop a deep, conceptual understanding that they can connect with other texts and with media. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Tanisha Can Do

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

1. Cite textual evidence, identify facts and details or cite explicit statements from Level 7 literary or informational text.
2. Make inferences based on textual evidence. Draw conclusions or make inferences in Level 8 literary or informational text.
3. Interpret author’s use of figurative language, identify or interpret an author’s use of figurative language and/or other literary devices in Level 8 literary or informational text.
4. Distinguish fact and opinion in informational text. Distinguish facts, supported inferences, and opinions in Level 8 informational text.
5. Interpret author’s use of language. Interpret an author’s use of connotations, or shades of meaning, in Level 8 literary or informational text. Interpret the impact of an author’s specific word choice on mood or tone in literary or informational text.

Next Steps for Instruction

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

Model analyzing individual paragraph structure. Explain that sentences in a paragraph are organized to develop a key concept. Read a paragraph from a Level 8 informational text, and guide Tanisha to determine whether the main idea is stated explicitly or implied, as well as whether the supporting details drift down to the concluding main idea or follow after the initial statement of main idea. Discuss how the sentences in the paragraph work together to refine a key concept.

Develop understanding of test structures. Guide Tanisha to identify these types of informational text structures:
- compare/contrast (presents how things are alike and different)
- cause/effect (presents what happens and why those things happen)
- problem/solution (presents a problem and suggests a solution)
- sequence (groups ideas in order or time)
Discuss paragraphs or passages that shift between structures. Guide Tanisha to analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of ideas.

Teach central idea.
- Have Tanisha read an informational text and identify what person, place, animal, or thing the text is mostly about. Point out that the text may be about more than one subject.
- Then have the student identify the most important information about the subject(s). Provide a graphic organizer for recording notes.
Help the student think about what all of the supporting details for each subject have in common and then condense the central idea into a statement of ten words or fewer.
- If the text has multiple main ideas, discuss how they are related to each other.

Provide practice with summarizing. Recall that a summary is a brief statement, in one’s own words, of the key ideas in a text. A summary does not include personal opinions or judgments. After reading an informational text, guide Tanisha to state the central idea and its supporting details. Then work together to create a summary by restating the central idea and supporting details in a logical order. Model how to omit details that are merely interesting, but do not support the central idea.

Build understanding of evaluating an argument. Support Tanisha in evaluating these skills:
- Identify the argument and specific claims that an author makes in an informational text.
- Distinguish claims that are supported by reason and evidence from those that are not.
- Question the argument to decide whether it stays on-topic or whether the author omits relevant information to make the evidence more convincing.
- Determine whether the argument as a whole is weak or strong. If weak, suggest ways that it could be improved.

Tools for Instruction

Recommended Products from Curriculum Associates

If you have this product... Use...

Ready Common Core Reading Instruction
Grade 8
Lesson 1: Analyzing the Development of a Central Idea
Lesson 2: Summarizing Informational Texts
Lesson 4: Analyzing Comparisons and Analogies
Lesson 5: Analyzing Categories
Lesson 12: Analyzing the Structure of Paragraphs
Lesson 19: Evaluating an Argument
Lesson 20: Analyzing Conflicting Information

Bonus—teacher-led instruction to address skill gaps below level 9.
### Student Profile

#### Angela Chang – Math – Grade 10

**Overall Performance**

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 3 - 04/13/2013</td>
<td>Late 10</td>
<td>586</td>
<td>+/- 13.0</td>
</tr>
<tr>
<td>Test 2 - 01/13/2013</td>
<td>Early 10</td>
<td>597</td>
<td>+/- 14.0</td>
</tr>
<tr>
<td>Test 1 - 09/12/2012</td>
<td>Level 9</td>
<td>630</td>
<td>+/- 13.2</td>
</tr>
</tbody>
</table>

**Detail for Test 1 - 09/12/2012**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>Level 9</td>
<td>580</td>
</tr>
<tr>
<td>Geometry</td>
<td>Level 9</td>
<td>591</td>
</tr>
</tbody>
</table>

**Developmental Analysis**

- **Overall Math Performance**: Level 9
  - Test results indicate that Angela would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Angela’s math abilities across domains.

- **Algebra and Algebraic Thinking**: Level 9
  - At levels 9-10, this domain addresses quantitative relationships, extending operations beyond the integers, modeling and solving problems involving linear, exponential, and quadratic functions and relations. Test results indicate that Angela needs to practice modeling and solving problems involving quadratic functions and relations.

- **Geometry**: Level 9
  - At levels 9-10, this domain addresses concepts of circles, transformations, congruence, similarity, proof, and applications of probability and statistics. Test results indicate that Angela may benefit from review of geometric measurement and the coordinate plane.
What Angela Can Do
Results indicate that Angela can likely do the skills shown below.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine and apply appropriate quantities to solve problems. Determine the quantities to be used to model real-world situations and use them to solve problems. Determine the appropriate level of accuracy in reporting quantities.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an understanding of functions, apply functional notation, and evaluate functions. Understand the definition of a function in terms of its domain and range. Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates).</td>
</tr>
<tr>
<td>3</td>
<td>Analyze translations of linear functions and exponential functions. Determine the impact on the graph of f(x) when f(x) is replaced by f(x-k), f(kx), f(x+k), or f(x)+k, and determine what values of k will result in a new graph. Use technology to represent and explain the impact of these changes on the graphs. Determine whether a function is even or odd based on its algebraic or graphical representation.</td>
</tr>
<tr>
<td>4</td>
<td>Analyze the development of a central idea. Analyze, compare, and contrast representations of linear and exponential functions. Graph linear functions and specify intercepts. Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates).</td>
</tr>
<tr>
<td>5</td>
<td>Construct new representations of functions from algebraic, graphical, numerical, or verbal representations of linear and exponential functions. Determine an algebraic expression or steps for calculation of a linear or exponential function that model real-world situations.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. Solve systems of linear equations algebraically and graphically.</td>
</tr>
<tr>
<td>7</td>
<td>Analyze, compare, and contrast linear and exponential functions. Solve systems of linear equations algebraically and graphically.</td>
</tr>
<tr>
<td>8</td>
<td>Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination.</td>
</tr>
</tbody>
</table>

Next Steps for Instruction
Results indicate that Angela will benefit from instruction and practice in the skills shown below.

Solve systems of linear equations using graphing and linear combination.
• Show that linear combination results in one solution, infinitely many solutions or no solution that is shared by both lines.
• Solve systems of linear equations algebraically and graphically.

Represent and solve linear and simple exponential equations graphically.
• Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs in the coordinate plane that are solutions to the equation. Recognize that when the graphs of two functions intersect, the x-value of the point of intersection produces the same y-value in both functions (f(x)=g(x)). Understand these intersections by graphing, creating tables of x- and y-values, or finding successive approximations. Graph half-planes to represent linear inequalities in two variables; graph the solution set to a system of linear inequalities in two variables as the intersection of half-planes.

Analyze, compare, and contrast representations of linear and exponential functions.
• Graph linear functions and specify intercepts. Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). |
| 3 | Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. Solve systems of linear equations algebraically and graphically. |
| 4 | Analyze, compare, and contrast linear and exponential functions. Solve systems of linear equations algebraically and graphically. |
| 5 | Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. |
| 6 | Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. |
| 7 | Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. |
| 8 | Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. Solve systems of linear equations using graphing and linear combination. |
### Bella Murphy – Math – Grade 10

#### Overall Performance

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
<th>Standard Error</th>
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</thead>
<tbody>
<tr>
<td>Test 3 - 04/12/2013</td>
<td>Level 10 - Late</td>
<td>637</td>
<td>+/- 13.2</td>
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<tr>
<td>Test 2 - 01/12/2013</td>
<td>Level 10 - Mid</td>
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<td>+/- 14.0</td>
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<tr>
<td>Test 1 - 09/12/2012</td>
<td>Level 10 - Mid</td>
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<td>+/- 13.0</td>
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</table>

#### Detail for Test 1 - 09/12/12

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>High School - Algebra 1 - Late</td>
<td>620</td>
</tr>
<tr>
<td>Geometry</td>
<td>High School - Geometry - Mid</td>
<td>620</td>
</tr>
</tbody>
</table>

**Developmental Analysis**

**Overall Math Performance**

- **Level 10 - Mid**
  
  Test results indicate that Bella has strong math skills in all the tested domains. Bella would benefit from opportunities to further develop these strengths through assignments that introduce more advanced concepts and skills and that promote connecting concepts across domains to solve challenging non-routine problems.

**Algebra and Algebraic Thinking**

- **High School - Algebra 1 - Late**
  
  At levels 9-10, this domain addresses quantitative relationships including radicals and rational exponents; systems of linear equations; linear, exponential, and quadratic relationships. Test results indicate that Bella has a solid foundation in these topics. Bella may be ready to represent all kinds of relationships, including simple root functions, as equations and inequalities in order to solve problems involving complex situations.

**Geometry**

- **High School - Geometry - Mid**
  
  At levels 9-10, this domain addresses basic geometry terminology; congruence and similarity; transformations; polygons and circles; representations of data; probability. Test results indicate that Bella demonstrates an appropriate understanding of data analysis, congruence and similarity, transformations and proofs in the coordinate plane, and basic probability concepts. Bella may be ready to prove simple theorems and to work with trigonometric ratios.
Student Profile

Geometry Details

Bella Murphy – Math – Grade 10

Test 1-09/12/2012

<table>
<thead>
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<th>Placement</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>620</td>
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</table>

Building Geometry Skills

Geometry in grades 9-12 involves understanding and applying concepts of spatial relationships as well as constructing arguments with evidence. As in the CCSS, this understanding is then applied to formal proofs and analysis of decisions based on evidence.

In grades 9-12, students solve problems involving congruence, similarity, right triangles, trigonometry, circles, and probability and statistics. They learn how to create and analyze viable arguments based on deductive reasoning.

What Bella Can Do

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

- **Model, describe, and interpret representations of data in one variable.**
  - Create box plots and histograms.
  - Compare the measures of central tendency and the distribution of two or more sets of data.
  - Explain the statistical differences in the context of the data sets; state why there is a difference in shape, center, or spread.

- **Analyze and interpret linear models in the context of Statistics and Probability.**
  - Analyze and interpret the slope and intercepts of a linear model.
  - Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data.
  - Identify associations of data that are based on correlation versus causation and explain the difference.

- **Analyze, describe, and summarize categorical data represented in two-way frequency tables.**
  - Analyze and interpret joint, marginal, and conditional relative frequencies in context.
  - Determine possible trends or associations in the data.

- **Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles.**
  - Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent.
  - Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions.
  - Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.

Next Steps for Instruction

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

- **Use coordinate geometry to prove geometric theorems and to solve real-world and mathematical problems.**
  - Prove simple geometric theorems using the rectangular coordinate system.
  - Prove that lines with the same slope are either the same line or parallel lines; Prove that lines are perpendicular if and only if the slopes have a product of -1. Find the equation of a line parallel or perpendicular to a given line through a specified point.
  - Find the perimeters of polygons and areas of triangles and rectangles using the rectangular coordinate system.

- **Prove simple theorems about lines and angles.**
  - Prove vertical angles are congruent.
  - Prove that when a transversal crosses parallel lines, alternate interior angles are congruent.
  - Prove that when a transversal crosses parallel lines, corresponding angles are congruent.
  - Prove that any point on a perpendicular bisector of a line segment is equidistant from the line segment’s endpoints.

- **Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems.**
  - Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure.
  - Prove the Pythagorean Theorem to solve real-world problems.

- **Demonstrate an understanding of sample spaces and independent events.**
  - Use set notation and set vocabulary, such as union, intersection, and complement to describe sample spaces.
  - Identify independent events A and B as events such that the probability of A and B occurring is determined by multiplying the Probability of A by the Probability of B.

**Overview**

**Algebra and Algebraic Thinking**

**Geometry**
Student Profile

Mason McDonald – Math – Grade 9

Overall Performance

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement</th>
<th>Scale Score</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 3 - 04/12/2013</td>
<td>Level 8</td>
<td>568</td>
<td>±13.1</td>
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<tr>
<td>Test 2 - 01/12/2013</td>
<td>Level 8</td>
<td>543</td>
<td>±14.0</td>
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<tr>
<td>Test 1 - 09/24/2012</td>
<td>Level 7</td>
<td>530</td>
<td>±12.0</td>
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Detail for Test 1 - 09/24/12

<table>
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<tr>
<th>Domain</th>
<th>Placement</th>
<th>Scale Score</th>
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<tr>
<td>Number and Operations</td>
<td>Level 7</td>
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</tr>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>Level 7</td>
<td>534</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Level 7</td>
<td>529</td>
</tr>
<tr>
<td>Geometry</td>
<td>Level 6</td>
<td>520</td>
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</tbody>
</table>

Placement Developmental Analysis

Overall Math Performance Level 7

Test results indicate that Mason would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Mason’s math abilities across domains.

Number and Operations Level 7

At levels 6-8, this domain addresses operations with whole numbers, fractions, decimals, and positive and negative rational numbers, as well as exponents. Test results indicate that Mason needs to review computation with integers.

Algebra and Algebraic Thinking Level 7

At levels 6-8, this domain addresses ratios and proportional relationships, expressions, equations and inequalities, and functions. Test results indicate that Mason needs to practice using expressions, equations, and inequalities to solve multi-step problems.

Measurement and Data Level 7

At levels 6-8, this domain addresses probability concepts and statistical analysis of data. Results indicate Mason may benefit from review of probability concepts and making valid inferences from statistical data.

Geometry Level 6

At levels 6-8, this domain addresses concepts of the coordinate plane, geometric measurement; angle relationships; congruence, similarity, and transformations; and the Pythagorean theorem. Test results indicate that Mason may benefit from practice classifying figures and more work with the coordinate plane and geometric measurement.
Student Profile

Algebra and Algebraic Thinking Details

Overview
Number and Operations
Algebra and Algebraic Thinking
Measurement and Data
Geometry

Mason McDonald – Math – Grade 9

Test 1-09/24/2012 Placement Scale Score
Algebra and Algebraic Thinking Level 7 534

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-8 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 6-8, students work with algebraic relationships using ratios, equations, inequalities, functions, tables, and graphs. They use equations and inequalities to solve problems and represent the solutions numerically and graphically.

What Mason Can Do

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

Expressions and Equations
1. Write and evaluate numerical expressions with whole-number exponents.
2. Evaluate numerical expressions for given values of the variables.
3. Read, write, and identify variable expressions using mathematical terms (sum, term, product, factor, quotient, coefficient).
4. Use substitution to determine whether a solution to an equation is true.
5. Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another.

Next Steps for Instruction

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

Expressions and Equations
1. Use properties to write equivalent linear expressions.
2. Write equivalent expressions in different forms to show relationships.
3. Solve real-world and mathematical problems by writing and solving equations of the form \( px + q = r \) and \( px = q \), where \( p, q \), and \( x \) are all non-negative rational numbers.
4. Use variables to write equations for real-world problems and solve by reasoning about the quantities.
5. Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation.
6. Write an inequality of the form \( x > c \) or \( x < c \) to represent a real-world or mathematical problem.
7. Represent inequalities in the form \( x > c \) or \( x < c \) on number lines.

Ratios and Proportional Relationships
2. Solve multi-step ratio and percent problems.
3. Solve multi-step problems involving all forms of rational numbers.

Ratios and Proportional Relationships
2. Solve multi-step ratio and percent problems.

Tools for Instruction

Recommended Products from Curriculum Associates

If you have this product... Use...

Ready Common Core Math Instruction
Grade 6
Lesson 19: Solve Equations
Lesson 20: Solve Inequalities
Grade 7
Lesson 9: Ratios Involving Complex Fractions
Lesson 11: Equations for Proportional Relationships
Lesson 12: Solve Multi-Step Problems with Ratios
Lesson 13: Solve Multi-Step Problems with Percents
Lesson 14: Equivalent Linear Expressions
Lesson 15: Write Linear Expressions
Lesson 16: Solve Problems with Equations
Lesson 17: Solve Problems with Inequalities

Bonus—teacher-led instruction to address skill gaps below level 9.