



**7 Sobre los contenidos de matemáticas y los resultados de su hijo:**

La información incluida a continuación se basa en los Contenidos de Aprendizaje del Estado de Nueva York. Esos contenidos describen lo que su hijo debería saber y poder hacer en este nivel de grado. Los Contenidos de Aprendizaje de Matemáticas contienen cinco ramas de contenidos y cinco ramas de procedimientos. Mientras que las ramas de contenidos se centran en destrezas específicas de matemáticas, las ramas de procedimientos específicamente se refieren a la forma en que su hijo aplica las destrezas. El desempeño de su hijo en cada rama de contenido se presenta como un Índice de Desempeño de Contenido (Standard Performance Index, SPI).

El SPI calcula la cantidad de preguntas que su hijo respondería correctamente si hubiese 100 puntos por rama. El desempeño de su hijo en cada rama se compara con el intervalo SPI de referencia. Un estudiante que obtiene un puntaje dentro del intervalo de referencia demuestra la comprensión esperada en esa rama de contenido. Los intervalos de referencia varían entre las ramas de contenido porque algunas ramas pueden tener puntos más difíciles que otras.

**More about the Mathematics score for JOE A. STUDENT** Student ID: 987432108  
Assessment Grade: 4  
School: SANDY VALLEY

**7 Child's Performance on This Test: Level 2, Partially Meeting Learning Standards**  
**Out mathematics content strands and your child's results:**  
 The information below is based on the New York State Learning Standards. These standards describe what your child should know and be able to do at this grade level. The Mathematics Learning Standard contains five content and five process strands. While the content strands focus on specific math skills, the process strands focus on how your child uses math skills. Your child's performance on each content strand is presented as a Standard Performance Index (SPI).  
 The SPI estimates the number of questions your child would answer correctly if there were 100 items per strand. Your child's performance on each strand is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the content strand. The target ranges vary across content strands because some strands may contain more difficult items than others.

Content Strand	Your Child's SPI	SPI Target Range	Your Child's SPI is
<b>Number Sense and Operations Strand</b> Students understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. They also understand meanings of operations and procedures, and how they relate to one another. They compute accurately and make reasonable estimates.	70	64-69	Within the Target Range
<b>Algebra Strand</b> Students can represent and analyze algebraically a wide variety of problem-solving situations. They also perform algebraic procedures accurately and recognize, use, and represent algebraically patterns, relations, and functions.	65	74-84	Below the Target Range
<b>Geometry Strand</b> Students use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. They identify and justify geometric relationships, formally and informally, and apply transformations and symmetry to analyze problem-solving situations. They also apply coordinate geometry to analyze problem-solving situations.	80	60-79	Above the Target Range
<b>Measurement Strand</b> Students determine what can be measured and how, using appropriate methods and formulas. They can work to give meaning to measurements and understand that all measurement contains error and are able to determine its significance. They also develop strategies for estimating measurements.	51	54-64	Below the Target Range
<b>Statistics and Probability Strand</b> Students collect, organize, display, and analyze data. They make predictions that are based upon data analysis and understand and apply concepts of probability.	40	10-50	Within the Target Range

**10 THIS DATA THOUGHTFULLY** Results by content strand should be used as a starting point to understand your child's performance in mathematics. The scale score and performance level are better indicators than the SPI of your child's performance on the New York State Learning Standard for mathematics.

**What's Next?**  
 To meet New York State Learning Standards, students need to perform at Level 3 or above. Your child's performance on this test: **Level 2, Partially Meeting Learning Standards**  
 Visit [www.NYSParents.com](http://www.NYSParents.com) to find:  
 • Learning activities at home  
 • Tips for communicating with your child's teacher  
 • Information on the NYS Mathematics Learning Standard, content and process strands and the testing program  
 • Information about academic intervention services and tutoring programs  
 Use these tools to help your child learn and improve.

**11 Discuss your child's test performance with the teacher.**  
 Get a complete and accurate picture of your child's strengths and needs, review classroom work, other test results and progress reports with your child's teacher. Also, discuss your child's ability to apply mathematical skills to new problems and situations.  
**Build a plan toward meeting the NYS Learning Standards.**  
 Talk with your child and your child's teacher about how to improve school performance. Take into account your child's strengths and needs as well as his or her interests and after-school activities.

**8 Nombres de los intervalos SPI de referencia**

- Superior al intervalo de referencia **Above the Target Range**
- Dentro del intervalo de referencia **Within the Target Range**
- Inferior al intervalo de referencia **Below the Target Range**

**9 Rama de contenidos evaluada**

**Rama de sentido numérico y operaciones numéricas**—Los estudiantes entienden los números, las múltiples formas de representar los números, las relaciones entre los números y los sistemas numéricos. También entienden el significado de las operaciones y los procedimientos, y cómo se relacionan entre sí. Calculan en forma correcta y realizan estimaciones adecuadas.

**Rama de álgebra**—Los estudiantes representan y analizan en forma algebraica una amplia variedad de situaciones de resolución de problemas. También realizan adecuadamente procedimientos algebraicos y reconocen, usan y representan esquemas, relaciones y funciones algebraicas.

**Rama de geometría**— Los estudiantes usan la visualización y el razonamiento espacial para analizar las características y las propiedades de las figuras geométricas. Identifican y justifican las relaciones geométricas, formal e informalmente y aplican las transformaciones y la simetría para analizar situaciones de resolución de problemas. También aplican la geometría coordinada para situaciones de resolución de problemas.

**Rama de medidas**—Los estudiantes determinan qué se puede medir y cómo, usando los métodos y fórmulas apropiadas. Usan unidades para dar sentido a las mediciones y entienden que todas las mediciones contienen un margen de error y pueden determinar su importancia. También desarrollan estrategias para calcular medidas.

**Rama de estadística y probabilidad**—Los estudiantes recogen, organizan, muestran y analizan los datos. Realizan predicciones basadas en el análisis de los datos y entienden y aplican los conceptos de probabilidad.

**10 USO CUIDADOSO DE LOS DATOS**

Los resultados por rama de contenido se deben usar como punto de partida para entender el desempeño de su hijo en matemáticas. El puntaje y el nivel de desempeño son indicadores más precisos que los SPI para informar el desempeño de su hijo en los Contenidos de Aprendizaje del Estado de Nueva York de matemáticas.

**11 ¿Cuál es el siguiente paso?**

Para adquirir los Contenidos de Aprendizaje del Estado de Nueva York, los estudiantes deben alcanzar Nivel 3 o superior.

- Analice con el maestro el desempeño de su hijo en la prueba.
- Elabore un plan de acción.
- Visite [www.NYSParents.com](http://www.NYSParents.com).

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Student ID: 987432108  
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School: HANCOCK VALLEY

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