



The Guide to Your Parent Report for Mathematics

THE NEW YORK STATE EDUCATION DEPARTMENT

This guide will help you understand the scores on your child's report and the recommendations for your child.

1 Letter from the Commissioner of Education

Each year students in grades 3 through 8 take part in the New York State Testing Program (NYSTP) in English language arts (ELA) and mathematics, as required under No Child Left Behind (NCLB). This report explains your child's scores on the assessment he or she took and lists resources available to support your child's education. We encourage you to refer to this report when talking with your child's teachers and other education providers.

2 Your child's information

Here you will find: your child's name, subject assessment grade, and school name.

3 Reminders

This area reminds you to use your child's report to talk to your child's teacher about your child's strength and needs. Visit our website at www.NYSParents.com for more information in English and Spanish.

Your Child's Score and Performance Level

4 The bar shows how your child did on this year's test. The arrow points to the minimum score for meeting the standard.

5 Your child's scale score and performance level for the current year and the 2 previous years are shown here in bold. (If your child did not take the mathematics test this year, there is no information provided. Information on performance on previous year's mathematics test is provided for students for whom this information is available.)

The first paragraph provides information on the services the school must offer based on your child's score. Discuss the school's plan for these services with your child's teacher.

6 **Level 1, Not Meeting the Learning Standard**—Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2, Partially Meeting the Learning Standard—Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3, Meeting the Learning Standard—Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4, Meeting the Learning Standard with Distinction—Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

NEW YORK STATE EDUCATION DEPARTMENT

2 New York State Testing Program (NYSTP) Your Child's Mathematics Results

For the parent or guardian of:

JOE A. STUDENT
 Student ID: 987432108
 Assessment Grade: 4
 School: SANDY VALLEY
 District: GROW UNIFIED SCHOOL DISTRICT

Parent Report

Dear Parent/Guardian,

1 Each year students in grades 3 through 8 take part in the New York State Testing Program (NYSTP) in English language arts (ELA) and Mathematics, as required under No Child Left Behind (NCLB). This report explains your child's scores on the assessment he or she took and lists resources available to support your child's education. We encourage you to refer to this report when talking with your child's teachers and other education providers.

3 Use this report to talk with the teacher about your child's strengths and needs.
 * Visit the Department's website at www.NYSParents.com for more information.

Your Child's Score and Performance Level

2008-09 School Year Mathematics

Level	Score Range
Level 4	702-800
Level 3	650-701
Level 2	622-649
Level 1	485-621

Minimum for meeting the Standard: 650

4 Your child's score for the 2008-09 school year is **642**.

5 Your child's performance in the 2008-09 school year: **Scale Score: 642 Performance Level: 2**

5 Your child's performance for the 2007-08 school year: **Scale Score: 660 Performance Level: 3**

5 Your child's performance for the 2006-07 school year: **Scale Score: 652 Performance Level: 3**

This year, your child partially demonstrated the knowledge and skills required by the Mathematics Learning Standard. Therefore, the school is required to provide academic intervention services for your child. For students scoring close to Level 3, monitoring the performance may be sufficient. Discuss the school's plan for these services with your child's teacher.

Your child's scale score for each year is an estimate of achievement based on one test. Discuss with the teacher how this year's test results compare with your child's classroom performance on similar tasks and how these test results compare with last year's results.

6 **Level 1, Not Meeting the Learning Standard**
 Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

5 **Level 2, Partially Meeting the Learning Standard**
 Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

4 **Level 3, Meeting the Learning Standard**
 Student performance demonstrates an understanding of the mathematics content expected at this grade level.

3 **Level 4, Meeting the Learning Standard with Distinction**
 Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

7 About mathematics content strands and your child’s results:

The information below is based on the New York State Learning Standard. This standard describes 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.

8 SPI Target Range Names

Above the Target Range	Above the Target Range
Within the Target Range	Within the Target Range
Below the Target Range	Below the Target Range

9 Tested Content Strand

Number Sense and Operations Strand—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.

Algebra Strand—Students will 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.

Geometry Strand—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.

Measurement Strand—Students determine what can be measured and how, using appropriate methods and formulas. They use units 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.

Statistics and Probability Strand—Students collect, organize, display, and analyze data. They make predictions that are based upon data analysis and understand and apply concepts of probability.

More about the Mathematics score for JOE A. STUDENT

Student ID 987432108
Assessment Grade: 4
School SANDY VALLEY

7 Your Child’s Performance on This Test in the 2008-09 School Year:

Level 2, Partially Meeting the Learning Standard

About mathematics content strands and your child’s results: The information below is based on the New York State Learning Standard. This standard describes 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:
Number Sense and Operations Strand <small>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.</small>	50	46-58	Within the Target Range
Algebra Strand <small>Students will 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.</small>	50	55-65	Below the Target Range
Geometry Strand <small>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.</small>	60	69-75	Above the Target Range
Measurement Strand <small>Students determine what can be measured and how, using appropriate methods and formulas. They use units 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.</small>	45	49-62	Below the Target Range
Statistics and Probability Strand <small>Students collect, organize, display, and analyze data. They make predictions that are based upon data analysis and understand and apply concepts of probability.</small>	60	54-66	Within the Target Range

USING DATA THOUGHTFULLY Results by content strand should be used as a starting point to help you 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 the New York State Learning Standard, students need to perform at Level 3 or above. Your child’s performance on this test in the 2008-09 school year: **Level 2, Partially Meeting the Learning Standard**

Discuss your child’s test performance with the teacher.
To gain 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 an action plan toward meeting the NYS Learning Standard.
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.

Visit 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.

Parent/STW_0408

10 USING DATA THOUGHTFULLY

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11 What’s Next?

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- Discuss your child’s test performance with the teacher.
- Build an action plan.
- Visit www.NYSParents.com.

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JOE A. STUDENT

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Level 2, Partially Meeting the Learning Standard

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Use these tools to help your child learn and improve.

ParentNYSP.com