

Provides information about Timothy's math skills based on his STAR Math test results.

School: Oakwood Elementary School

Test Date: 09/08/11
Test Time: 12 min

Bell, Timothy

ID: TBELL
Grade: 4

Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

District Benchmarks - Grade 4



STAR Math^a Scores

SS: 563 (Scaled Score) ■ On Watch	Timothy's Scaled Score is in the On Watch range for students in this grade.
PR: 29 (Percentile Rank)	Timothy scored greater than 29% of students nationally in the same grade.
GE: 3.3 (Grade Equivalent)	Timothy's test performance is comparable to that of an average third grader in the third month of the school year.
FGL: (Functional Grade Level)	FGL represents the student's level of mastery of grade-level Common Core State Standards. See Functional Grade Level (FGL) Score for STAR Math™ for more information about using Scaled Score as an indicator of mastery.

Common Core State Standards Domain Scores

Operations and Algebraic Thinking: 45 Number and Operations in Base Ten: 45 Geometry: 34 Measurement and Data: 30	Domain scores, ranging from 0-100, estimate Timothy's percent of mastery on skills in each domain at a fourth grade level.
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Timothy's performance compared to grade level expectations.

Algebra Readiness

Timothy is not yet meeting grade level expectations for algebra readiness.

Math Recommendation

Accelerated Math™ Library: Grade 3	If you are using the Accelerated Math management software system with Timothy, assign the Grade 3 library. This library should provide a good match for his abilities.
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Timothy's Accelerated Math library recommendation.

^aGE, NCE, and PR scores are based on 2002 norms because this test was taken before the 2012 re-norming.

School: Oakwood Elementary School

Test Date: 09/08/2011 2:41PM
Test Time: 12 minutes 23 seconds

Bell, Timothy

ID: TBELL
Grade: 4

Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

Skill Details

Skill Area scores, ranging from 0-100, estimate Timothy's percent of mastery of skills in each skill area. Use Common Core State Standards learning progressions to find teacher activities and student problems for skills in each skill area.

Operations and Algebraic Thinking

Timothy has a Domain and Skill Area score.

Domain Score: 45

Score

34 Whole Numbers: Addition and Subtraction

- Add up to 4-digit whole numbers in expanded form
- Add a 5-digit or greater whole number and a 3-digit or greater whole number
- Add three multi-digit whole numbers
- Subtract a smaller number from a 3- or 4-digit whole number in expanded form
- Subtract a 3-digit or greater whole number from a 5-digit or greater whole number
- WP: Add a 5-digit or greater whole number and a 3-digit or greater whole number
- WP: Add three multi-digit whole numbers
- WP: Subtract a 3-digit or greater whole number from a 5-digit or greater whole number
- WP: Estimate the sum or difference of two whole numbers, all values less than 1,000,000
- WP: Solve a 2-step problem involving addition and/or subtraction of multi-digit whole numbers

31 Whole Numbers: Multiplication and Division

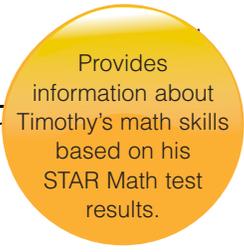
- Multiply a 1- or 2-digit whole number by a multiple of 10, 100, or 1,000
 - Apply the distributive property to the multiplication of a 2-digit number by a 1- or 2-digit number
- Apply the distributive property to multiply a multi-digit number by a 1-digit number
- Multiply a 3- or 4-digit whole number by a 1-digit whole number
- Multiply a 2-digit whole number by a 2-digit whole number
 - Multiply a 3-digit whole number by a 2-digit whole number
 - Multiply three 1- and 2-digit whole numbers
- WP: Multiply a multi-digit whole number by a 1-digit whole number
- WP: Multiply a 2-digit whole number by a 2-digit whole number
 - WP: Multiply a 3-digit whole number by a 2-digit whole number
 - Estimate a product of whole numbers by rounding
- Estimate a product of whole numbers using any method
- WP: Estimate a product of two whole numbers using any method
 - Divide a multi-digit whole number by 10 or 100 with no remainder
 - Divide a 2-digit whole number by a 1-digit whole number with no remainder in the quotient
 - Divide a 3-digit whole number by a 1-digit whole number with no remainder in the quotient
 - Divide a 2-digit whole number by a 1-digit whole number with a remainder in the quotient
- Divide a 3-digit whole number by a 1-digit whole number with a remainder in the quotient
 - WP: Divide a 2-digit whole number by a 1-digit whole number with no remainder in the quotient
- WP: Divide a 3-digit whole number by a 1-digit whole number with no remainder in the quotient
 - WP: Divide a 2-digit whole number by a 1-digit whole number with a remainder in the quotient
- WP: Divide a 3-digit whole number by a 1-digit whole number with a remainder in the quotient
 - WP: Solve a 2-step whole number problem using more than 1 operation

Page 2 of a multi-page report. Remaining pages are similar, providing domain and skill area scores.

→ 45 Algebraic Thinking

→ Next Steps: These are skill areas the student is ready to learn and practice, based on their Scaled Score. Skill areas with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.



School: Oakwood Elementary School

Test Date: September

Bell, Timothy

ID: BELLTIM
Grade: 4

Class: Mrs. Fox's Class
Teacher: Mrs. S. Fox

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Math test.

Score Summary

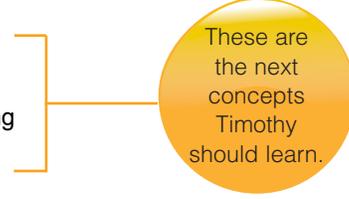
SS	GE	PR	PR Range	PR and PR Range			NCE	Recommended Accelerated Math™ Library
				Below Average 1	Average 50	Above Average 99		
563	3.3	29	23-33	◆			38.3	Grade 3

This student's Grade Equivalent (GE) score is 3.3. His test performance is therefore comparable to that of an average third grader after the third month of the school year. Timothy achieved a national Percentile Rank (PR) of 29. This score is in the average range and means that Timothy scored higher than 29% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of his scores would likely have fallen between 23 and 33. It reflects the amount of statistical variability in a student's PR score.

These scores suggest that Timothy understands three-digit numbers. He should begin working with four-digit numbers (thousands). Next, Timothy should learn hundred thousands and millions. Emphasizing the place-value of digits is important at this stage. He should continue to practice adding and subtracting three-digit numbers with regrouping. Next, Timothy can begin working with four-digit numbers with regrouping. He should also be working toward mastery of multiplication and division basic facts.

At this stage, Timothy needs to:

- Begin working with four-digit numbers
- Begin to learn hundred thousands and millions
- Practice adding and subtracting three-digit numbers with regrouping
- Begin to learn adding and subtracting four-digit numbers with regrouping
- Continue to learn to estimate by rounding
- Learn to use a calculator as a tool to aid learning



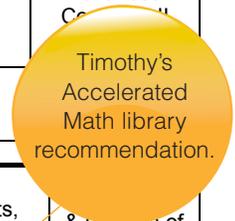
The bar charts below reflect Timothy's level of proficiency within the Numeration and Computation objectives in STAR Math. The solid black line is pointing to the math skills Timothy is currently developing.

Numeration Objectives

Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II

Computational Objectives

Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers



If you are using the Accelerated Math management software system with Timothy, assign the Grade 3 library. This library should provide a good match for his abilities.

These recommendations rely on analysis of the student's performance on one STAR Math test. Please combine this information with your own knowledge of the student, and use your professional judgment when designing an instructional program.