



2013 New York State Common Core Mathematics Test Parent Report

Your Child's 2013 New York State Common Core Mathematics Test Results

Student Name:
Student ID:
Assessment Grade:
School Name:
School DBN:
BEDS Code:

Dear Parent/Guardian,

As part of the New York City Department of Education's work to better prepare students for future opportunities, students and teachers have been adjusting to the new Common Core Learning Standards. These higher standards establish the skills and knowledge all students, from pre-k to grade 12, need in order to be on track to graduate from high school ready for college and careers. I am confident that with support our students will meet these expectations.

Last spring, students in grades 3-8 took the new and more challenging State Common Core tests, which for the first time measured where students are on the path for success after high school, not just whether they are on track to graduate. It is important to remember that these test scores set a new benchmark for measuring student progress and cannot be compared to previous years' scores.

This report explains your child's scores, including their strengths and areas where they can receive more support. Please discuss this report with your child's principal and teachers to learn more about how your school is supporting students and teachers to meet the higher demands of the Common Core standards.

Sincerely,

Dennis Walcott

Your Child's 2013 New York State (NYS) Common Core Test Results

<p>Performance Level New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the test. Students can score a Level 1 through Level 4 on the test, depending on their scale score (see chart below). See the bottom of this page for definitions of each of the four Performance Levels.</p>	
<p>Proficiency Rating The Proficiency Rating shows where a student falls within a particular Performance Level. Ratings range from 1.0 to 4.5.</p>	
<p>Scale Score Student performance on the test is translated into an overall Scale Score. Scale Scores range from ___ - ____.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">NYS Mathematics Grade ___ Scale Score Ranges</p> <p style="text-align: center;">Level 4: ___ - ___ Level 3: ___ - ___ Level 2: ___ - ___ Level 1: ___ - ___</p> </div>	
<p>New York City Percentile Range The percentile range is displayed in quartiles; it shows whether your child's performance falls in the bottom 25% (0-25%), between 26% and 50%, between 51% and 75%, or in the top 25% (76-100%) of all students in <i>New York City</i> in your child's grade level and on this test.</p>	
<p>Overall State Percentile Range Same as above, except that this range shows how your child performed relative to all students in <i>New York State</i> in your child's grade level and on this test.</p>	

New York State (NYS) Level 4

Students performing at this level **excel in standards** for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **more than sufficient** for the expectations at this grade.

New York State (NYS) Level 3

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **sufficient** for the expectations at this grade.

New York State (NYS) Level 2

Students performing at this level are **below proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **partial but insufficient** for the expectations at this grade.

New York State (NYS) Level 1

Students performing at this level are **well below proficient** in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **insufficient** for the expectations at this grade.

More about the Mathematics score for
Student name

About Mathematics Common Core Domains and your child's results:

The New York State Common Core Learning Standards (CCLS) for Mathematics describe what your child should know and be able to do at each grade level. This section shows the number of points earned by your child on the questions that measure the three areas of the standards that are most emphasized at this grade level. For comparison, you will also find the average number of points earned by students across the State on the questions measuring these three areas of the standards.

Additional information about your child's performance

See following page for grade-level descriptions of the topics.

	Points Earned By Your Child	Number of Possible Points	Average Points Earned Across NY
<i>Topic 1</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Topic 2</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Topic 3</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Where can I get more information?

To help your child succeed, schedule a conference with your child's mathematics teacher to learn more about what your child needs to work on and how you can help at home. You can visit the websites below to find additional information about the Common Core Learning Standards and New York State Common Core Assessments, as well as resources for interpreting your child's score and supporting your child's learning.

- ARIS Parent Link (view your child's State test results): <https://arisparentlink.org/parentlink>
- NYCDOE Common Core Library: <http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>
- EngageNY: <http://www.engageny.org/parent-and-family-resources>

Translated versions of these reports are available here:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/UnderstandingCC/default.htm>

Descriptions for Mathematics Topics at Each Grade Level

Grade	Topic 1	Topic 2	Topic 3
3	<p>Operations and Algebraic Thinking Students multiply and divide within 100. Students understand the properties of multiplication and the relationship between multiplication and division. Students solve problems involving the four operations—addition, subtraction, multiplication, and division—and identify and explain patterns in arithmetic.</p>	<p>Number and Operations – Fractions Students recognize fractions as numbers, understanding that a fraction is formed when a whole is divided into several equal parts. Students recognize and are able to generate equivalent fractions. Additionally, students compare two fractions with the same numerator or the same denominator.</p>	<p>Measurement and Data Students solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>
4	<p>Operations and Algebraic Thinking Students use the four operations - addition, subtraction, multiplication, and division - to solve problems, including solving multistep word problems. Students solve problems using drawings and equations with a symbol for an unknown quantity and interpret remainders. Students also factor whole numbers between 1-100 as well as generate number or shape patterns that follow a given rule.</p>	<p>Number and Operations in Base Ten Students generalize place-value understanding for multi-digit whole numbers, recognizing that in a multi-digit whole number a digit in one place represents ten times what it represents in the place to its right. Students read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form, and use place-value understanding to round multi-digit whole numbers to any place.</p>	<p>Number and Operations – Fractions Students find equivalent fractions and compare fractions with the same denominator and with different denominators. Students add and subtract fractions and mixed numbers, multiply a fraction by a whole number, and multiply a fraction by another fraction. Students also solve word problems involving fractions.</p>
5	<p>Number and Operations in Base Ten Students understand the place value system, writing, identifying, and comparing two decimals to the thousandths.</p>	<p>Number and Operations - Fractions Students use equivalent fractions as a strategy to add and subtract fractions with unlike denominators, including mixed numbers. Students also multiply and divide fractions and multiply fractions by whole numbers in solving real-world problems.</p>	<p>Measurement and Data Students understand concepts of volume and relate volume to multiplication and addition. Students also solve real-world and mathematical problems involving volume.</p>
6	<p>Ratios and Proportional Relationships Students understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Students use ratio and rate reasoning to solve real-world and mathematical problems.</p>	<p>The Number System Students apply understanding of multiplication and division to divide fractions by fractions, interpreting and computing quotients of fractions and solving word problems. Students apply understandings of numbers to the system of rational numbers, using understandings of positive numbers, negative numbers, number lines, ordering, and absolute value of rational numbers. Students solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.</p>	<p>Expressions and Equations Students apply understandings of arithmetic to algebraic expressions; reading, writing, and evaluating expressions in which letters represent numbers, and evaluating expressions.</p>
7	<p>Ratios and Proportional Relationships Students analyze proportional relationships and use them to solve real-world and mathematical problems. Students compute unit rates, recognize and represent proportional relationships between quantities, and use proportional relationships to solve multistep ratio and percent problems.</p>	<p>The Number System Students apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Students solve real-world and mathematical problems with rational numbers.</p>	<p>Expressions and Equations Students use properties of operations to generate equivalent expressions, applying properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations, including those with positive and negative rational numbers in any forms: whole numbers, fractions, or decimals.</p>
8	<p>Expressions and Equations Students work with radicals and integer exponents. Students understand the connections between proportional relationships, lines, and linear equations. Students also analyze linear equations and pairs of simultaneous linear equations.</p>	<p>Functions Students define, evaluate, and compare functions, interpreting the equation $y = mx + b$ as defining a linear function whose graph is a straight line. Students understand that a function is a rule that assigns to each input exactly one output. Students also compare properties of two functions each represented in a different way.</p>	<p>Geometry Students understand congruence and similarity using physical models and transparencies. Students verify experimentally the properties of rotations, reflections, and translations. Students describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. Students also use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>