



GRADE 3 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

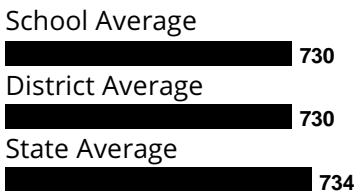
How Did FIRSTNAME Perform Overall?

Performance Level 3

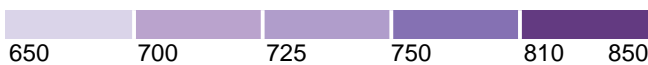
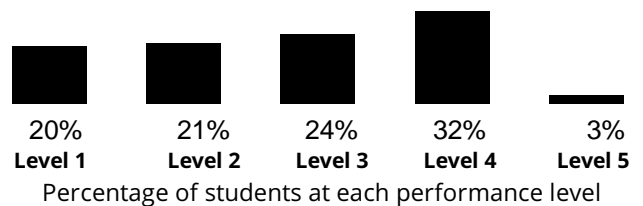
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child's score

745



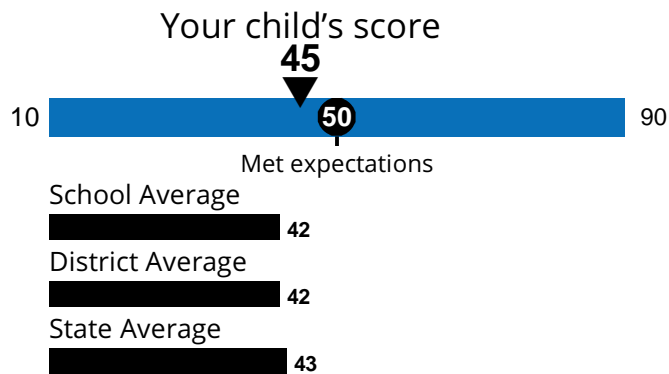
How Students in Illinois Performed



The probable range in the student's overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

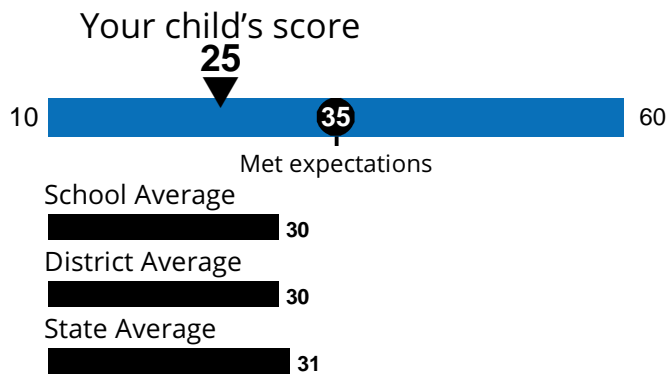
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↑ WRITING EXPRESSION




Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

-  Met or Exceeded Expectations
-  Approached Expectations
-  Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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GRADE 4 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

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How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

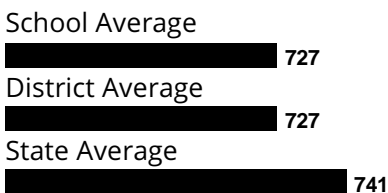
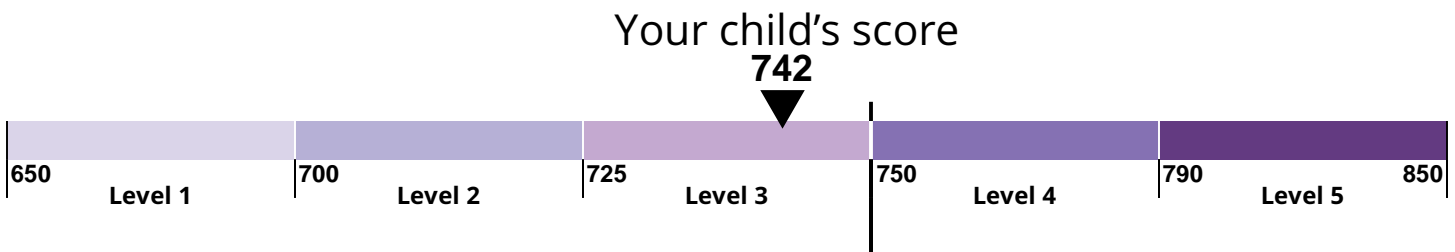
To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

See side 2 of this report for specific information on your child’s performance in reading and writing.

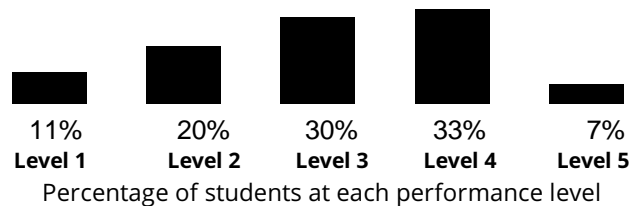
How Did FIRSTNAME Perform Overall?

Performance Level 3

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



How Students in Illinois Performed



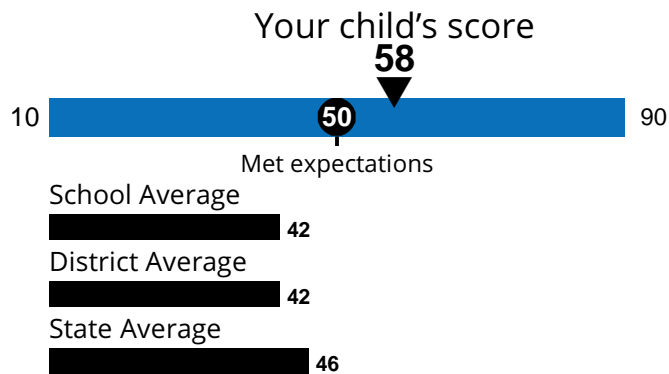
Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 8.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

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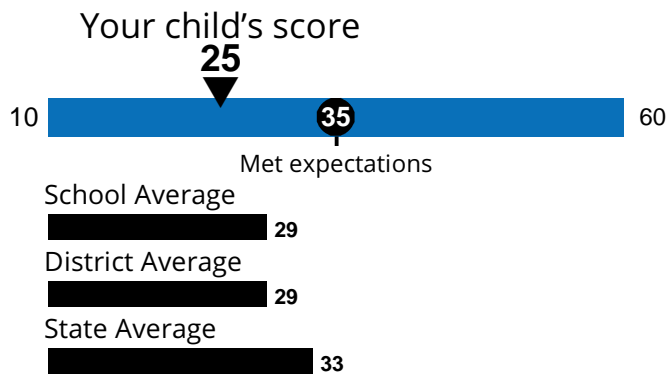
↔ INFORMATIONAL TEXT

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↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↑ WRITING EXPRESSION

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

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GRADE 5 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

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How Can You Use This Report?

Ask your child's teachers:

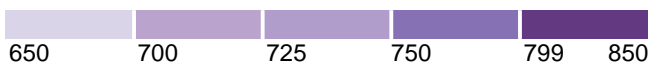
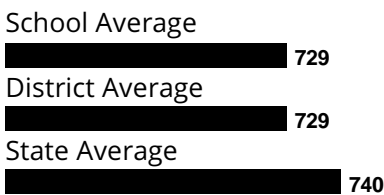
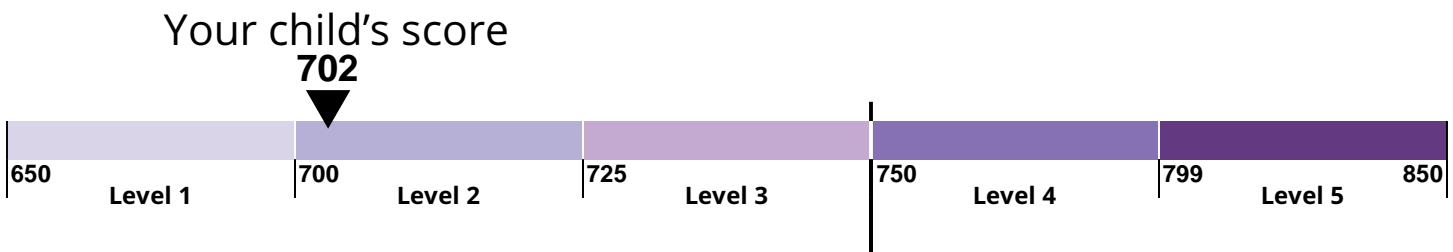
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

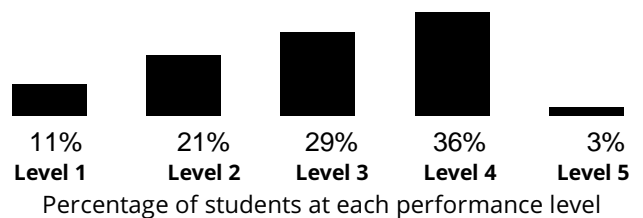
How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



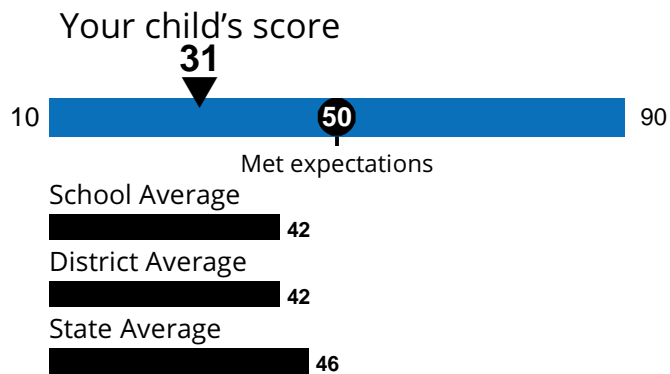
Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student's overall score on this test is plus or minus 6.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

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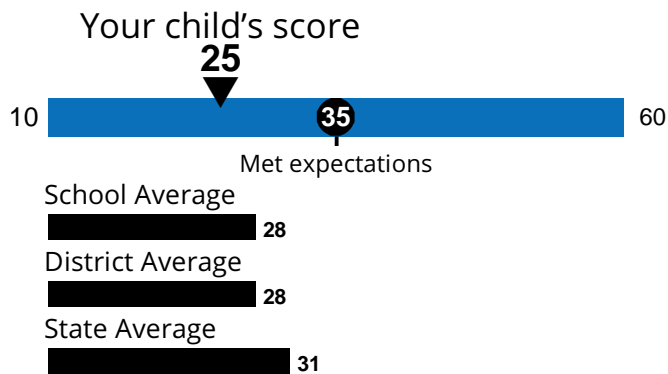
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↑ WRITING EXPRESSION




Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

-  Met or Exceeded Expectations
-  Approached Expectations
-  Did Not Yet Meet or Partially Met Expectations

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GRADE 6 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

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How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

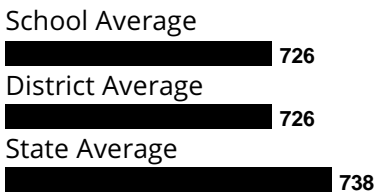
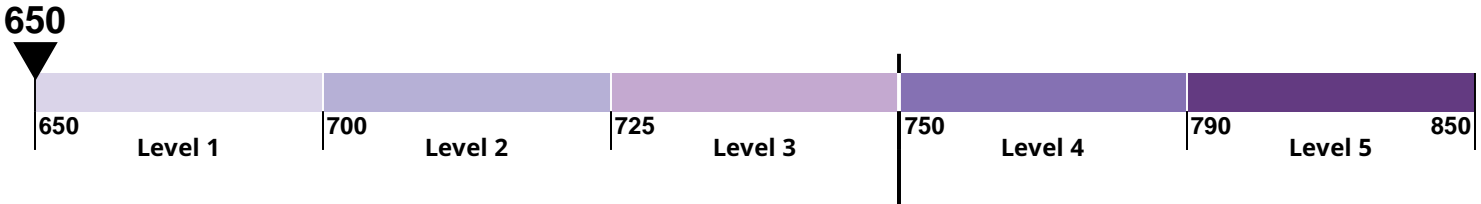
See side 2 of this report for specific information on your child’s performance in reading and writing.

How Did FIRSTNAME Perform Overall?

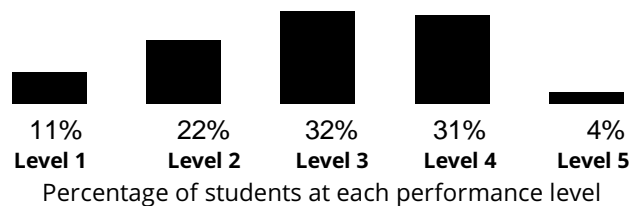
Performance Level 1

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score



How Students in Illinois Performed



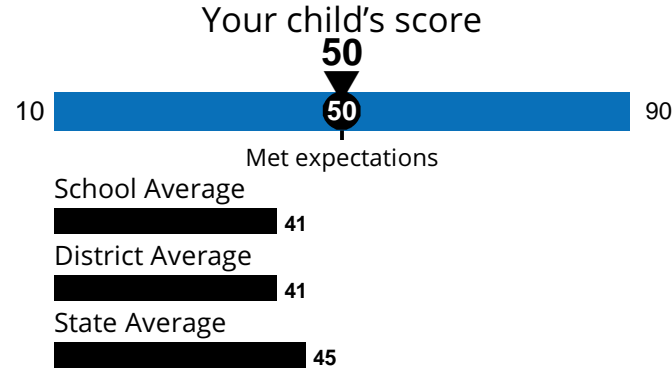
Student Growth Percentile

There was insufficient information available to calculate a Student Growth Percentile for your child.

The probable range in the student’s overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

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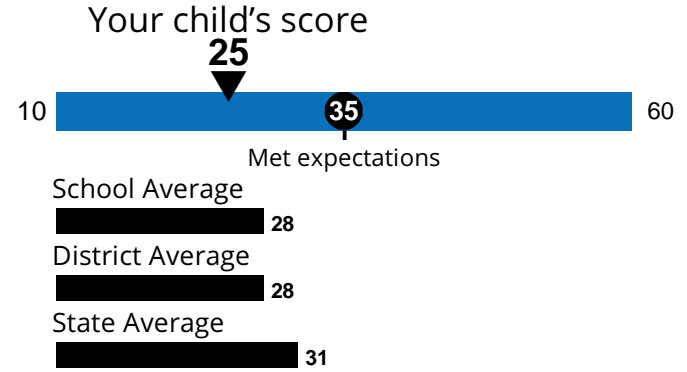
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↑ WRITING EXPRESSION




Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

- 
Met or Exceeded Expectations
- 
Approached Expectations
- 
Did Not Yet Meet or Partially Met Expectations

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GRADE 7 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

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How Can You Use This Report?

Ask your child’s teachers:

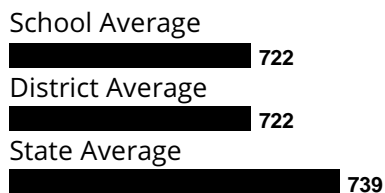
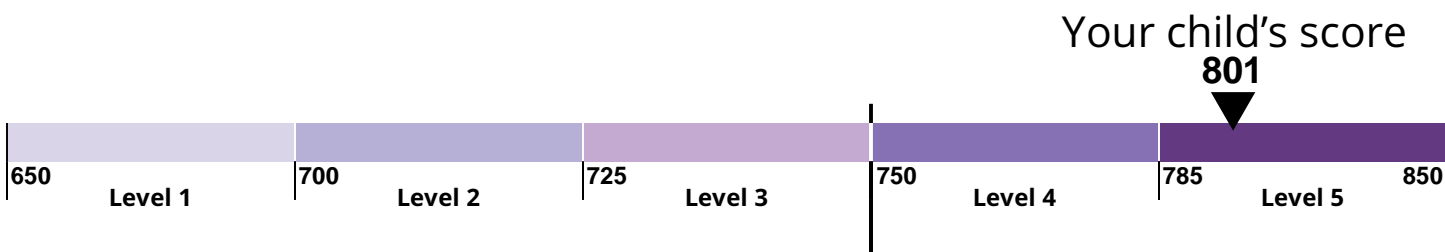
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in reading and writing.

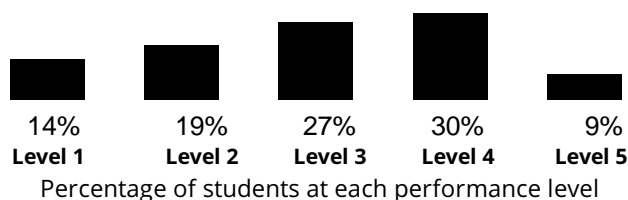
How Did FIRSTNAME Perform Overall?

Performance Level 5

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



How Students in Illinois Performed



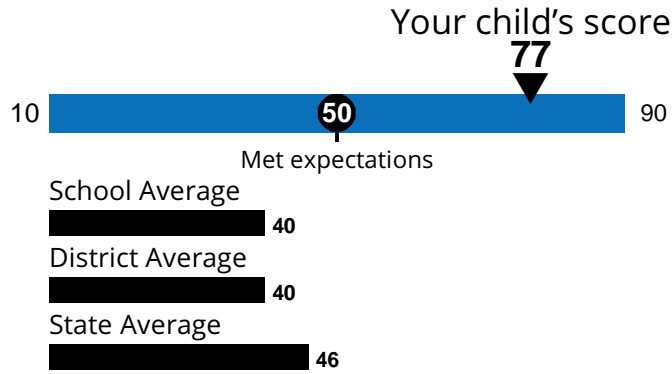
Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

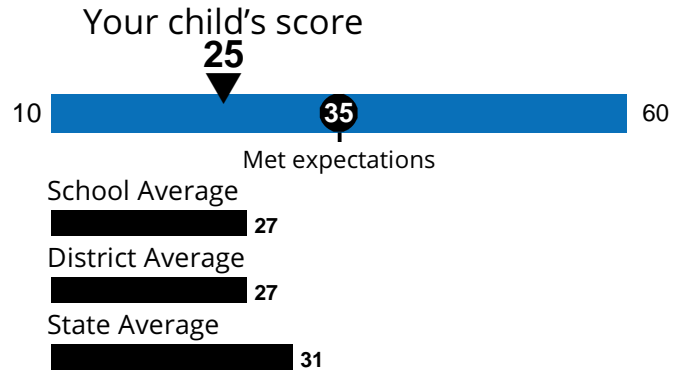
↑ INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↔ VOCABULARY

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↑ WRITING EXPRESSION

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↓ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

- ↑ Met or Exceeded Expectations
- ↔ Approached Expectations
- ↓ Did Not Yet Meet or Partially Met Expectations

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GRADE 8 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

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How Can You Use This Report?

Ask your child's teachers:

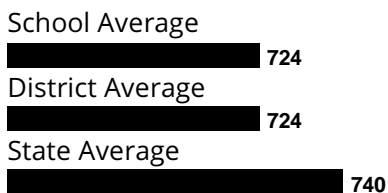
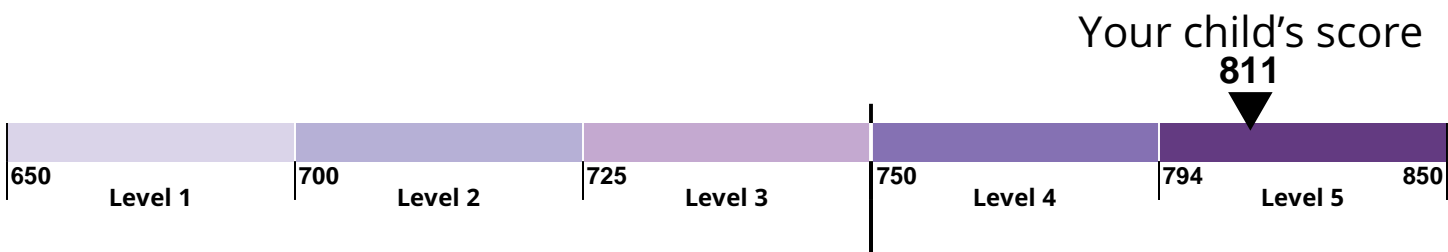
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

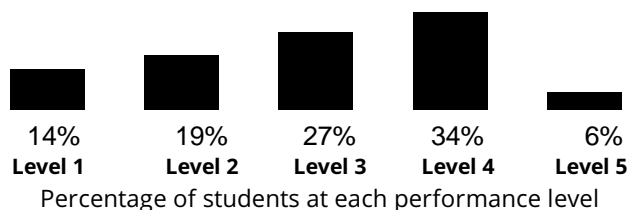
How Did FIRSTNAME Perform Overall?

Performance Level 5

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
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How Students in Illinois Performed



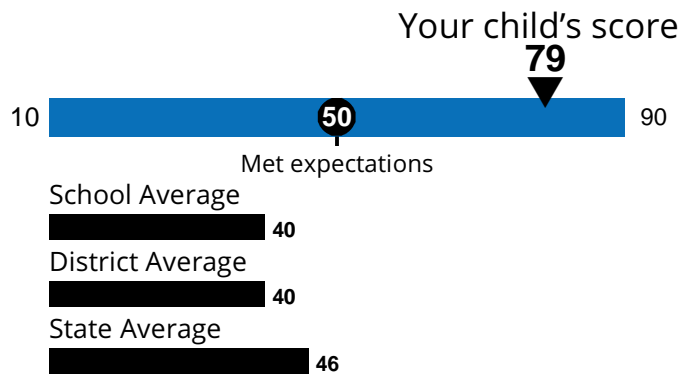
Student Growth Percentile

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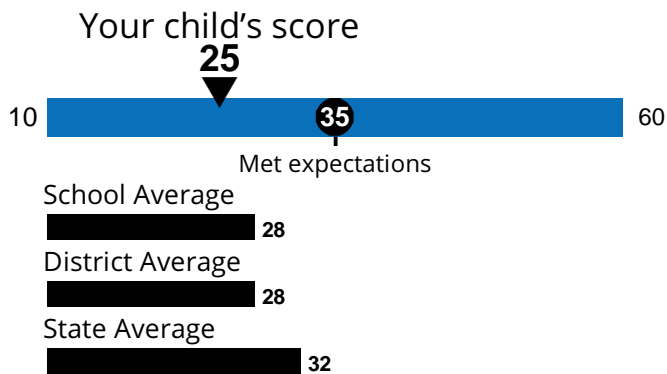
The probable range in the student's overall score on this test is plus or minus 5.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



WRITING



LITERARY TEXT

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INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING EXPRESSION




Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

-  Met or Exceeded Expectations
-  Approached Expectations
-  Did Not Yet Meet or Partially Met Expectations

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GRADE 9 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

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How Can You Use This Report?

Ask your child’s teachers:

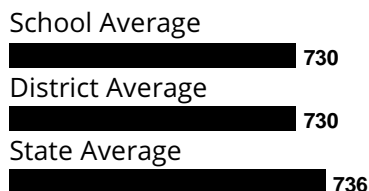
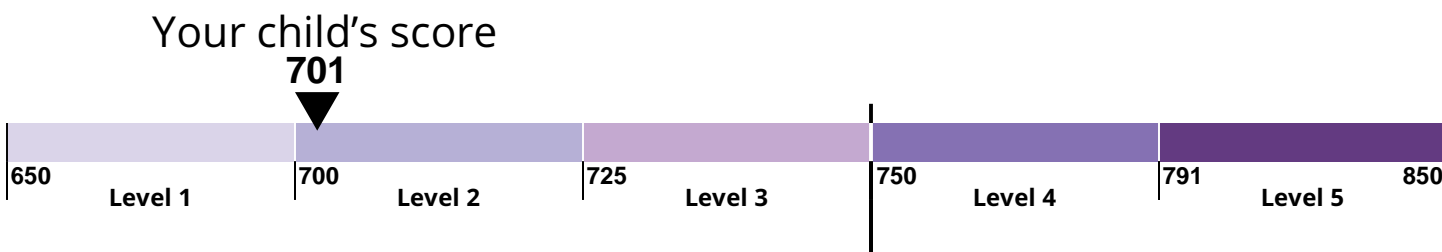
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in reading and writing.

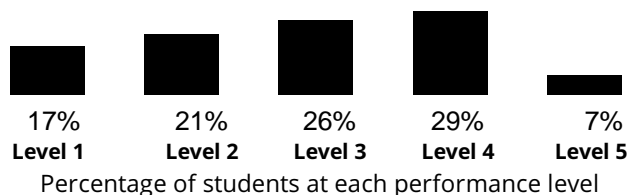
How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



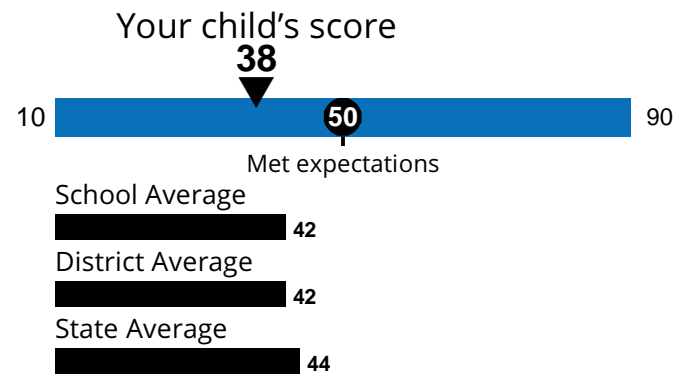
Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 2.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↓ LITERARY TEXT

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

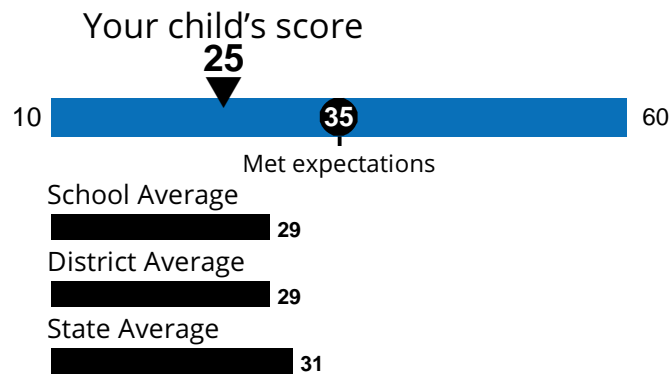
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↑ VOCABULARY

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↓ WRITING EXPRESSION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↑ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

- ↑ Met or Exceeded Expectations
- ↔ Approached Expectations
- ↓ Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score: <https://www.isbe.net/Pages/PARCC-Place.aspx>.



GRADE 10 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in reading and writing.

How Did FIRSTNAME Perform Overall?

Performance Level 3

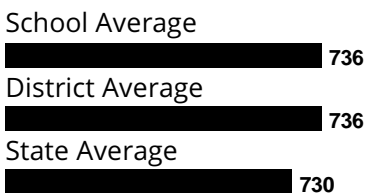
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score

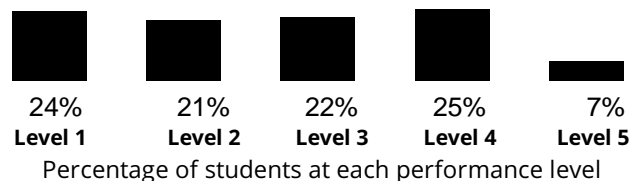
746



10



How Students in Illinois Performed



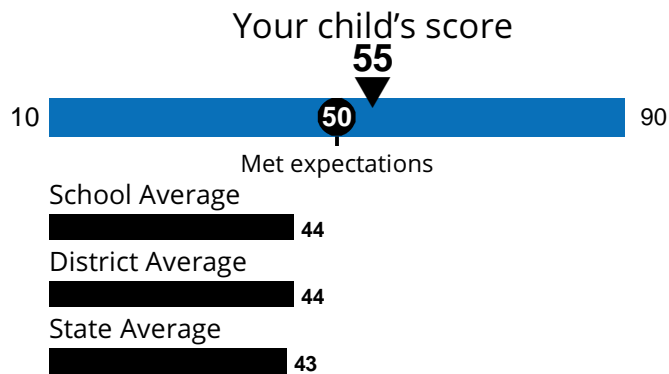
Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 6.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

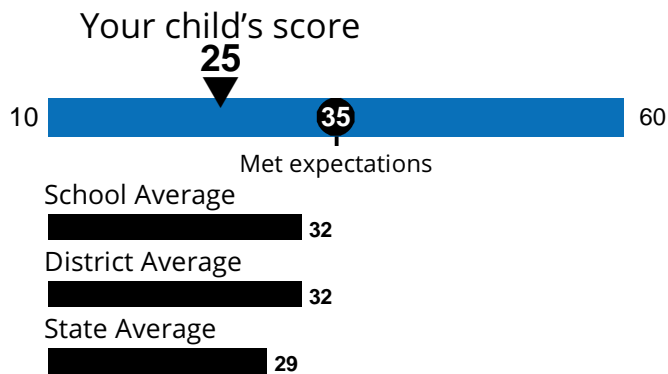
↓ INFORMATIONAL TEXT

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↑ VOCABULARY

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↔ WRITING EXPRESSION




Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

-  **Met or Exceeded Expectations**
-  **Approached Expectations**
-  **Did Not Yet Meet or Partially Met Expectations**

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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GRADE 11 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

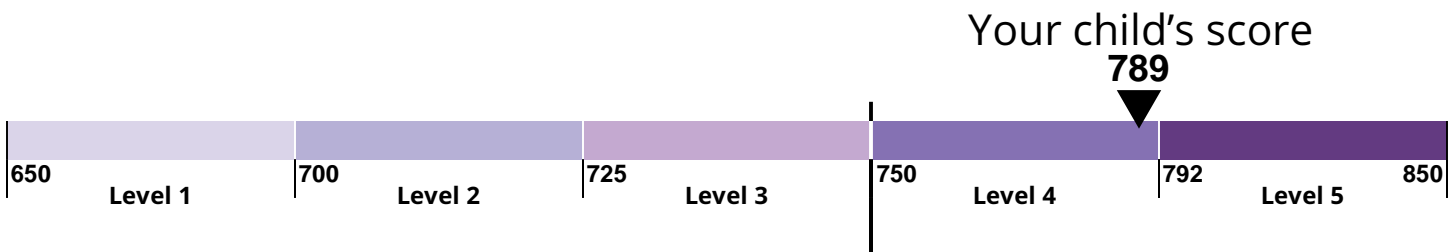
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in reading and writing.

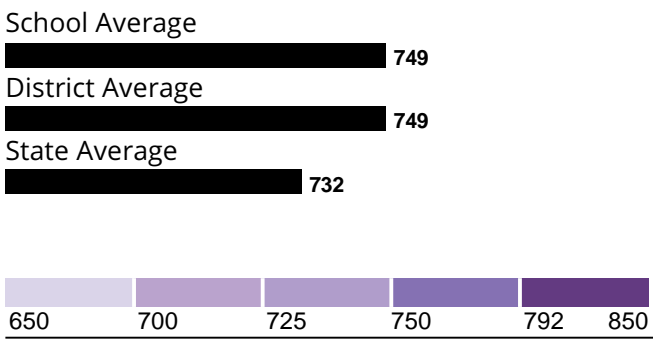
How Did FIRSTNAME Perform Overall?

Performance Level 4

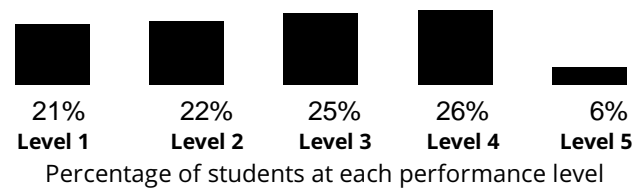
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



11



How Students in Illinois Performed



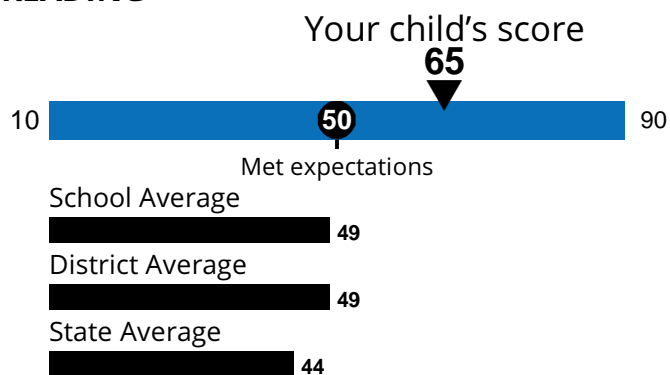
Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

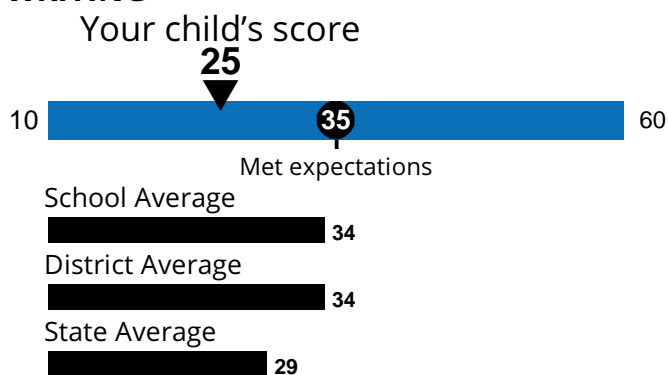
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↔ WRITING EXPRESSION




Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↑ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

-  **Met or Exceeded Expectations**
-  **Approached Expectations**
-  **Did Not Yet Meet or Partially Met Expectations**

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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GRADE 3 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

How Did FIRSTNAME Perform Overall?

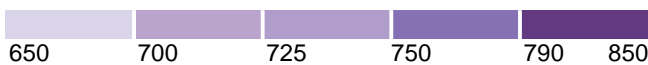
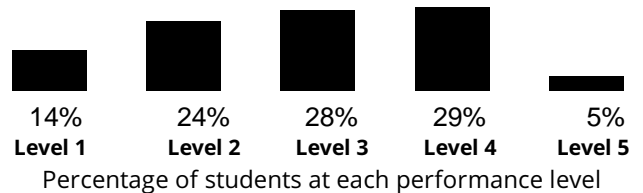
Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score
744



How Students in Illinois Performed



The probable range in the student’s overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving multiplication and division, area, measurement, and basic fraction understanding.

EXPRESSING MATHEMATICAL REASONING




Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving perimeter, place value, geometric shapes, and representations of data.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



GRADE 4 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

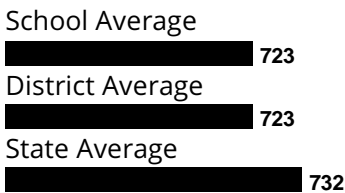
How Did FIRSTNAME Perform Overall?

Performance Level 3

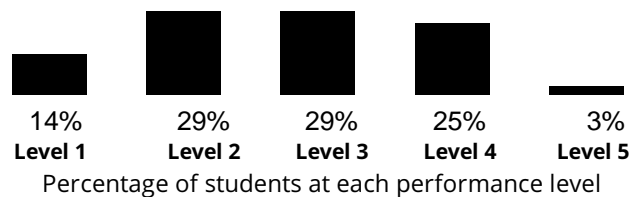
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score

739



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



GRADE 5 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

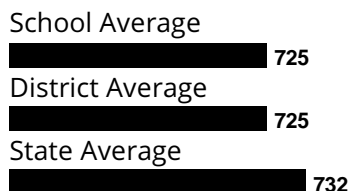
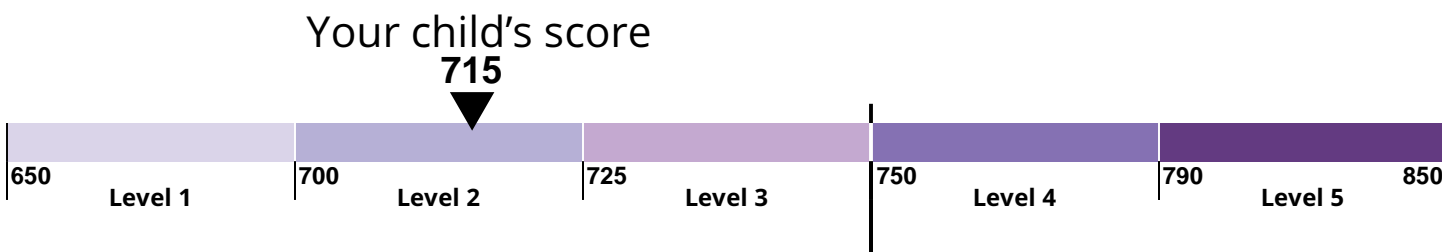
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in mathematics.

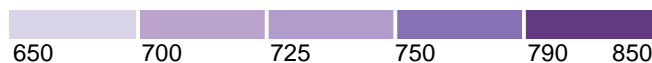
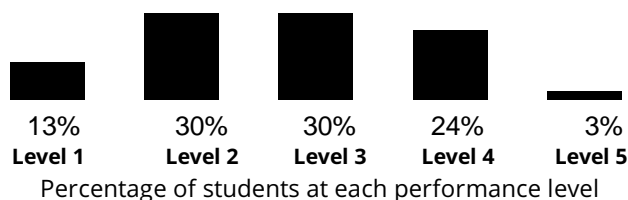
How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student's overall score on this test is plus or minus 5.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving volume of prisms, adding, subtracting, multiplying and dividing with multi-digit whole numbers, decimals, and fractions.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving writing and interpreting numerical expressions, converting measurements, graphing points, classifying geometric shapes, and representing data.



MODELING & APPLICATION

Your child performed about the same as students who **approached expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



GRADE 6 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

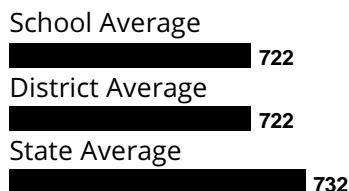
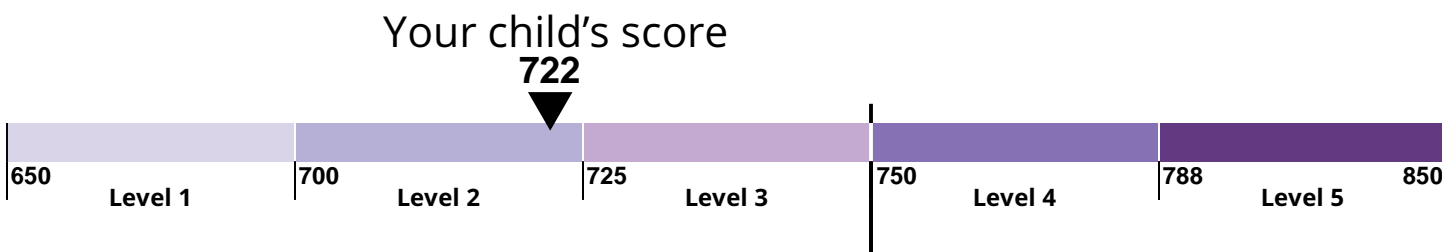
See side 2 of this report for specific information on your child’s performance in mathematics.

How Did FIRSTNAME Perform Overall?

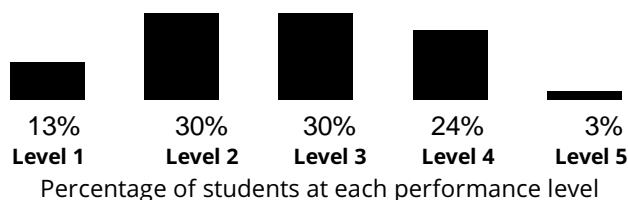
6

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 6.1 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving ratios, rates, percentages, an understanding of negative numbers, graphing points and simple linear functions, linear expressions, and linear equations.

EXPRESSING MATHEMATICAL REASONING




Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving area, volume, and statistics.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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GRADE 7 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

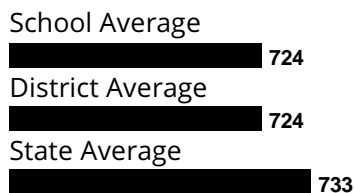
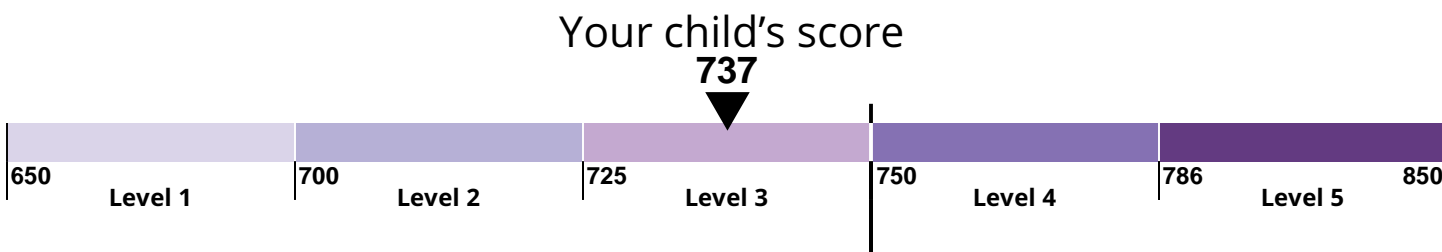
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

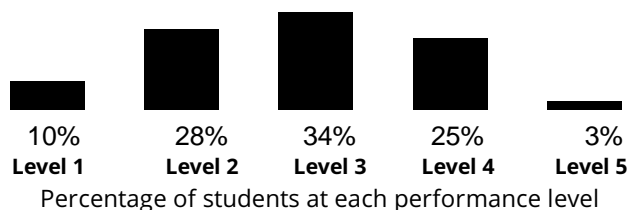
How Did FIRSTNAME Perform Overall?

Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 5.2 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING



Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



GRADE 8 MATH

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next course. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

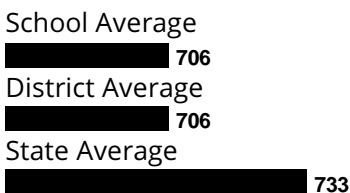
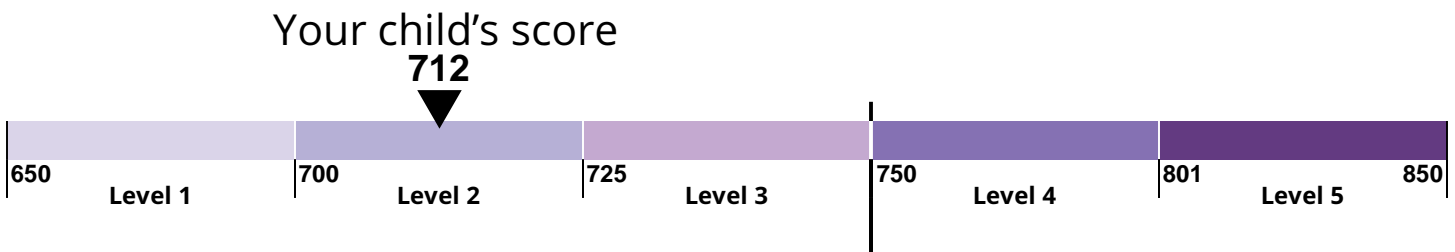
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

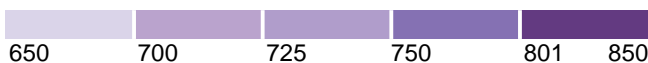
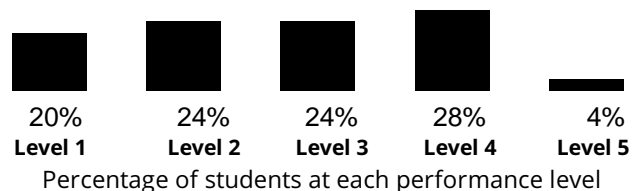
How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving radicals, exponents, scientific notation, linear equations, systems of linear equations, linear and nonlinear functions, the Pythagorean Theorem, and transforming shapes on a coordinate plane.

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving irrational numbers, volume, and scatter plots.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



ALGEBRA I

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

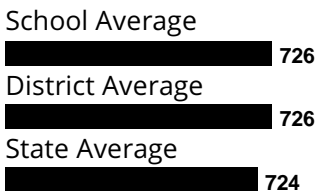
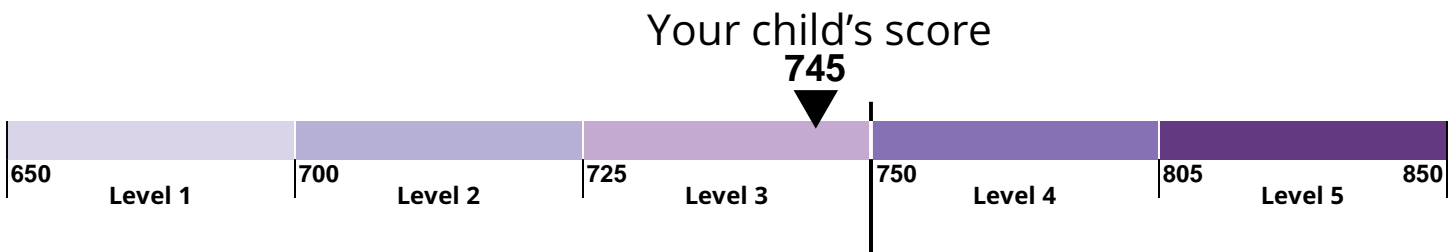
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

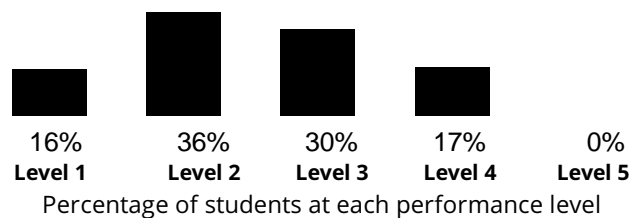
How Did FIRSTNAME Perform Overall?

Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 2.4 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

EXPRESSING MATHEMATICAL REASONING




Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



ALGEBRA II

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

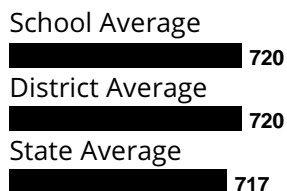
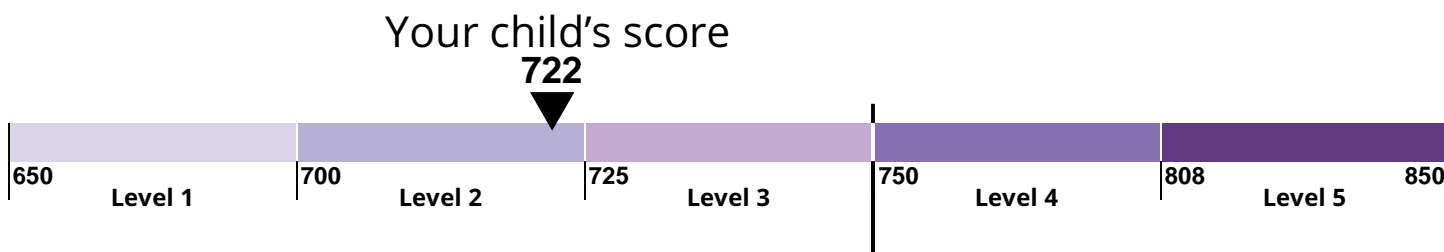
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

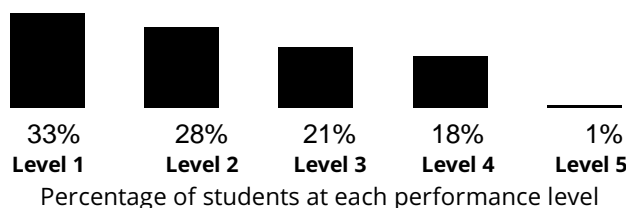
How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 6.1 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

12

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.

EXPRESSING MATHEMATICAL REASONING




Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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GEOMETRY

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

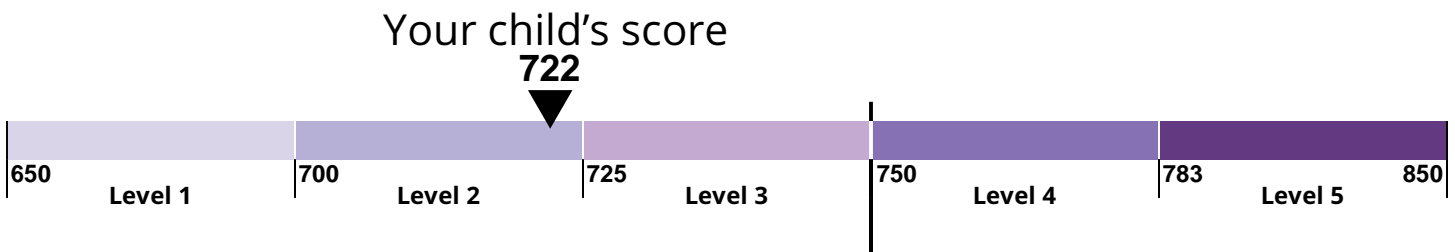
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

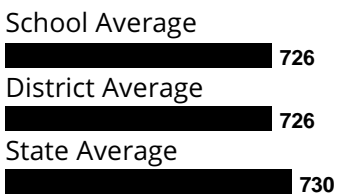
How Did FIRSTNAME Perform Overall?

Performance Level 2

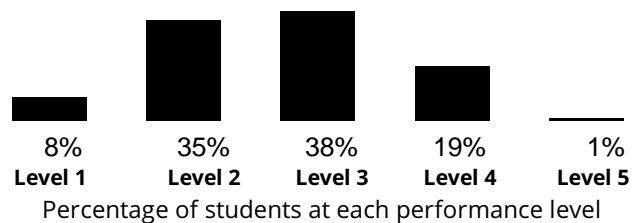
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



10



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 13 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 6.1 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving geometric proofs, transformations on shapes, right triangles, trigonometry, coordinate geometry, and applications of geometric concepts.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving transforming shapes on a coordinate plane, geometric constructions, circles, and volume.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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INTEGRATED MATHEMATICS I

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in mathematics.

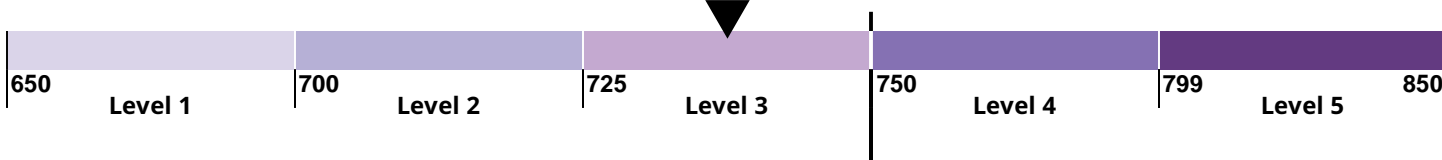
How Did FIRSTNAME Perform Overall?

Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child's score

737



School Average

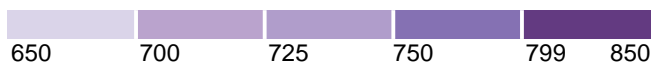
703

District Average

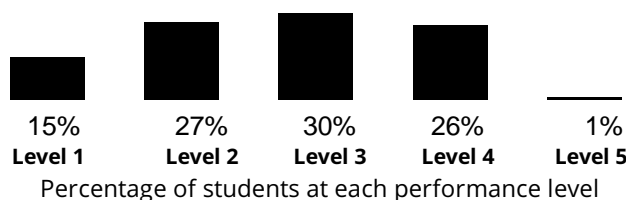
703

State Average

730



How Students in Illinois Performed



Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student's overall score on this test is plus or minus 5.2 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving an understanding of functions, linear and exponential equations, interpreting exponential expressions, functions, and linear models, geometric proofs, and congruence of geometric figures.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving transformations, systems of equations, interpreting data, linear and exponential models, and writing algebraic expressions in equivalent forms.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

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INTEGRATED MATHEMATICS II

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

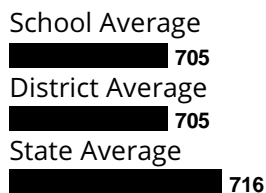
See side 2 of this report for specific information on your child’s performance in mathematics.

How Did FIRSTNAME Perform Overall?

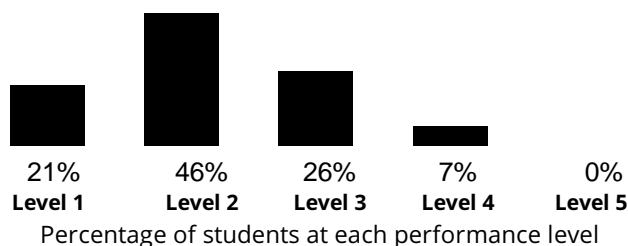
Performance Level 2

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score
712



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving arithmetic operations on polynomials, rational exponents, quadratic and exponential expressions and equations, interpreting functions, transformations on shapes, right triangles, and trigonometry.

EXPRESSING MATHEMATICAL REASONING




Your child performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving the complex number system, systems of equations, quadratic and exponential functions, representing data, volume, and probability.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

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INTEGRATED MATHEMATICS III

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child’s teachers:

- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in mathematics.

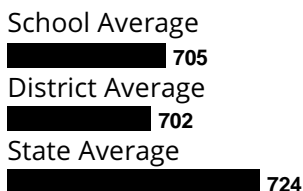
How Did FIRSTNAME Perform Overall?

Performance Level 3

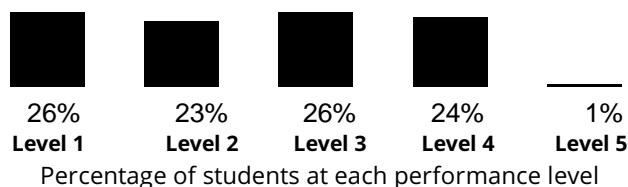
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child’s score

745



How Students in Illinois Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student’s overall score on this test is plus or minus 2.4 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving polynomial and rational expressions and equations, exponential and radical equations, graphs of functions, coordinate geometry, applications of geometric concepts in modeling situations, and making inferences and justifying conclusions from data.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving polynomial identities, rational expressions and functions, trigonometric functions, geometric constructions, circles, representing data, and statistics.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The PARCC assessment is designed to measure students' performance in English language arts/literacy and mathematics. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career. The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application.

What does the score report tell me? The score report is designed to let you know how your child is progressing academically and provide feedback about current performance in relation to the standards. We encourage you to look at multiple sources of student work when making educational decisions about your child. No test can ever fully capture the skills and abilities of a student or the positive impact of a great teacher or school. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Learn more about PARCC. Check out the following resource to better understand your PARCC score:
<https://www.isbe.net/Pages/PARCC-Place.aspx>.



ALGEBRA I

Mathematics Assessment Report, 2016–2017

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

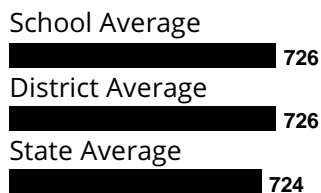
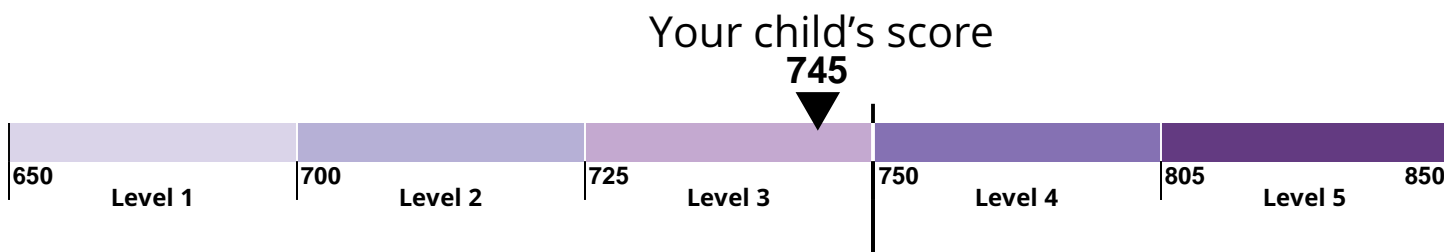
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in mathematics.

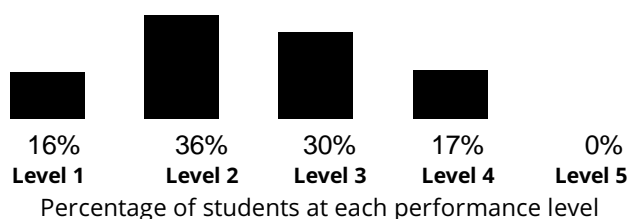
How Did FIRSTNAME Perform Overall?

Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



How Students in Illinois Performed



Student Growth Percentile

Your child's score this year is the same as or better than 16 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student's overall score on this test is plus or minus 2.4 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

EXPRESSING MATHEMATICAL REASONING



Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND		
Your child performed about the same as students who:		
 Met or Exceeded Expectations	 Approached Expectations	 Did Not Yet Meet or Partially Met Expectations

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