



**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

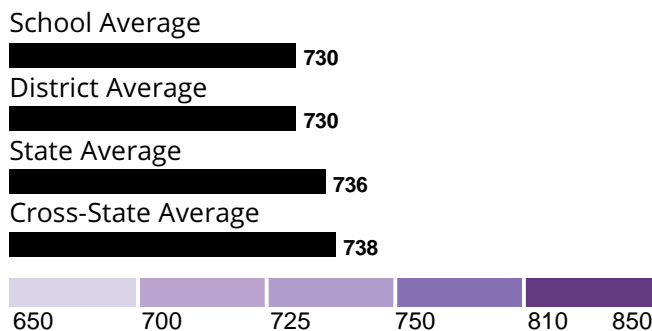
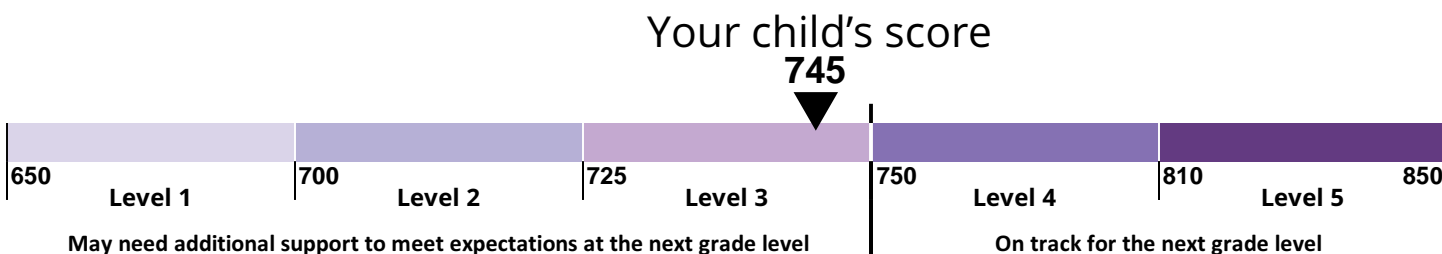
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

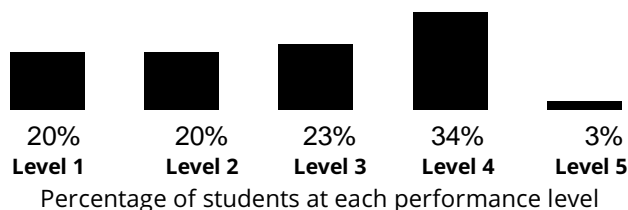
## How Did FIRSTNAME Perform Overall?

**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



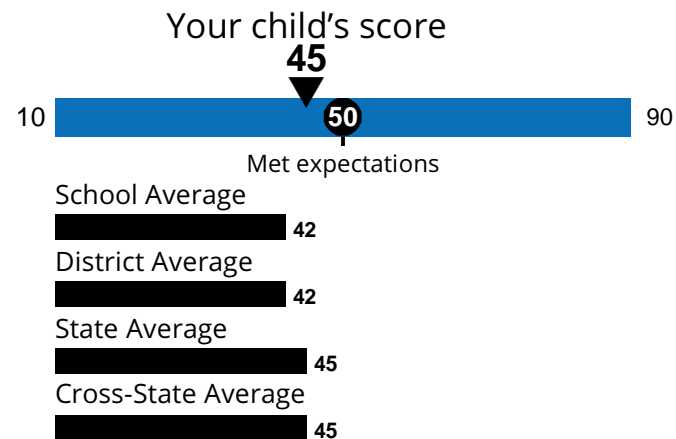
## How Students in Rhode Island Performed



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.

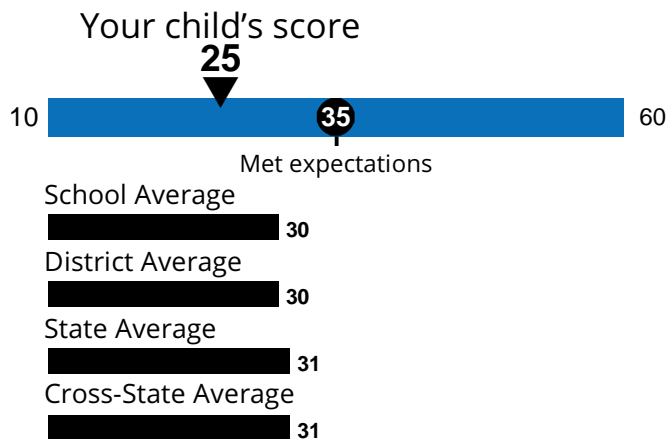
### ↔ INFORMATIONAL TEXT

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?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

## Learn more about Rhode Island's college- and career-ready standards and PARCC

Ask your child's principal or teacher for information on school curriculum and the types of learning experiences provided to students. You may also wish to inquire about how local and state test results contribute to school improvements. To learn more about our state standards, go to [www.ride.ri.gov/CCSS](http://www.ride.ri.gov/CCSS). To learn more about PARCC, go to [www.ride.ri.gov/PARCC](http://www.ride.ri.gov/PARCC). For information on interpreting PARCC results, go to <http://UnderstandTheScore.org>.



**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

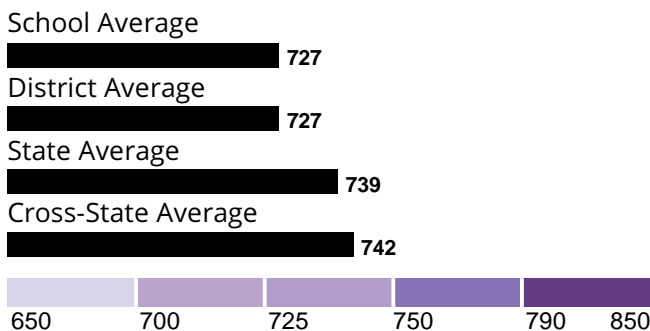
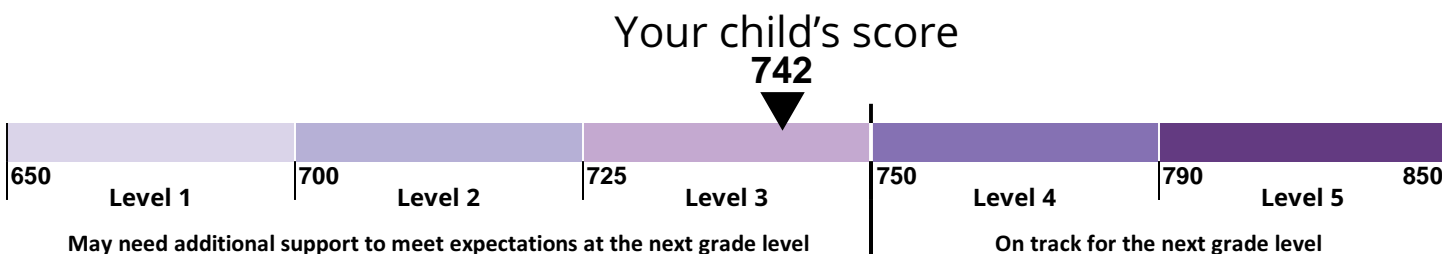
[UnderstandTheScore.org](http://UnderstandTheScore.org).

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

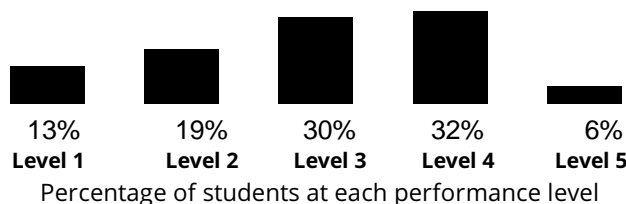
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



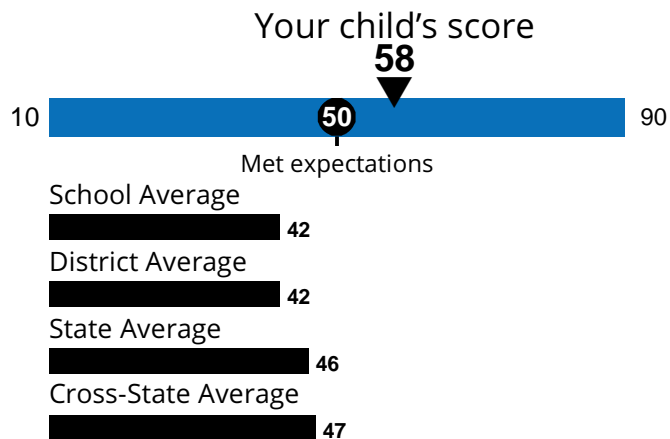
## Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Rhode Island 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

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.

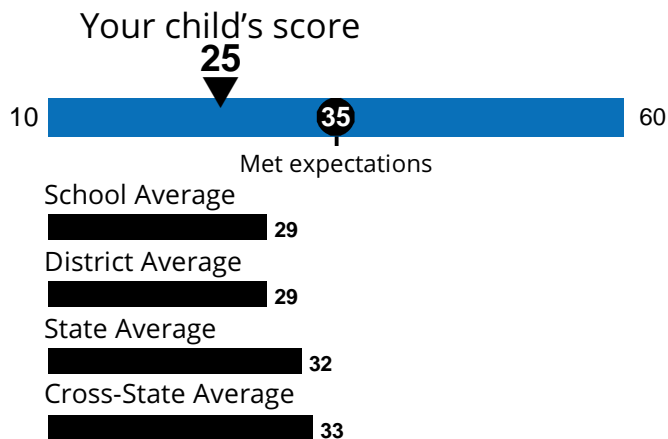
### ↔ INFORMATIONAL TEXT

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?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

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## Learn more about Rhode Island's college- and career-ready standards and PARCC

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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:

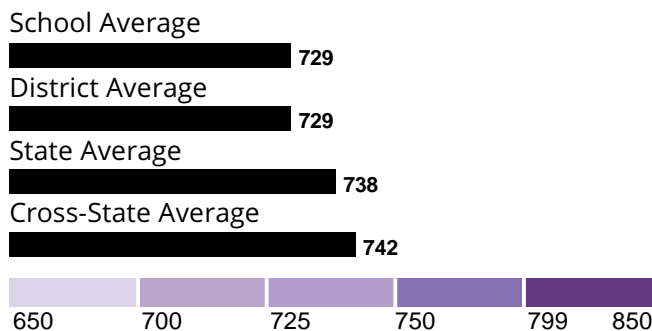
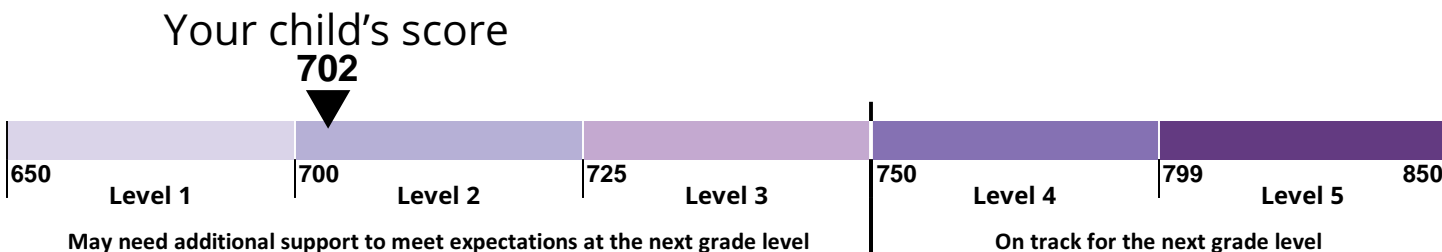
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

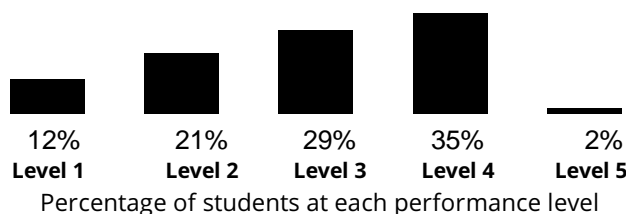
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



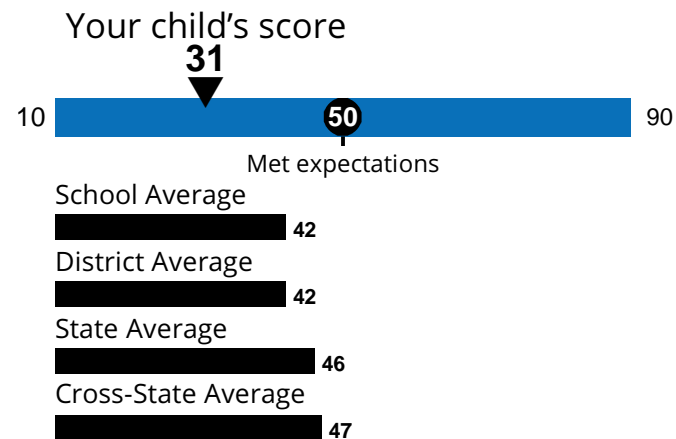
## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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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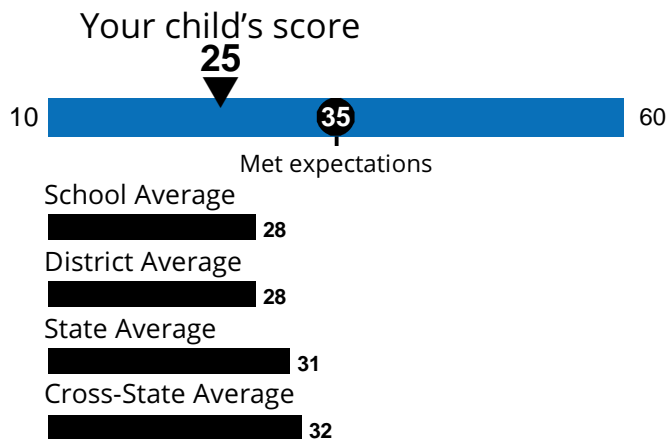
### ↔ INFORMATIONAL TEXT

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

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## How will my child's school use the test results?

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**GRADE 6 ELA**

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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.

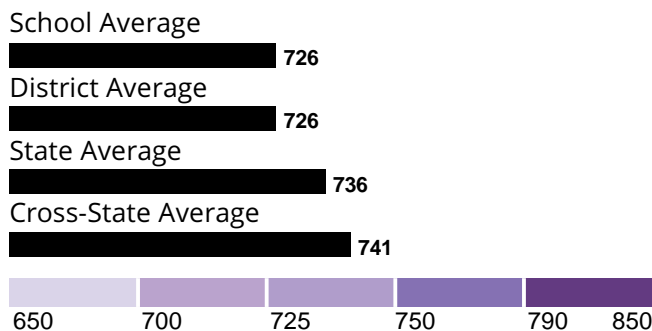
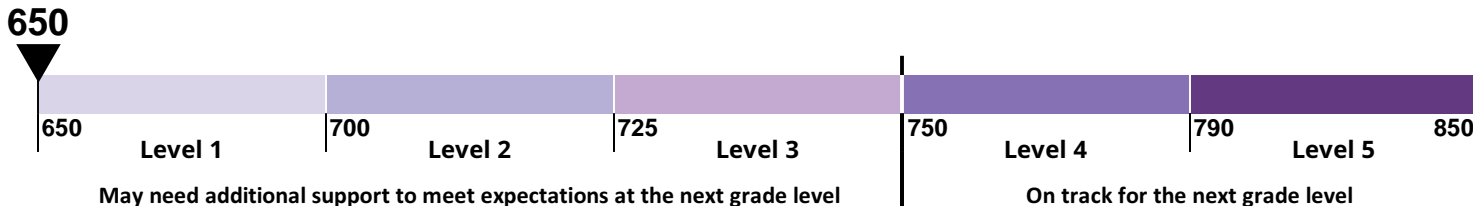
## How Did FIRSTNAME Perform Overall?

6

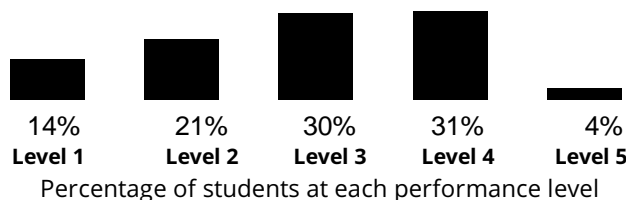
**Performance Level 1**

- 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 Rhode Island Performed



## Student Growth Percentile

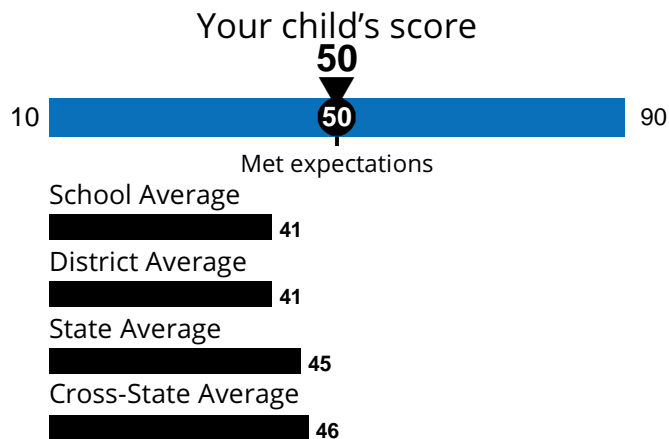
There was insufficient information available to calculate a Student Growth Percentile for your child.

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# How Did Your Child Perform in Reading and Writing?

## READING



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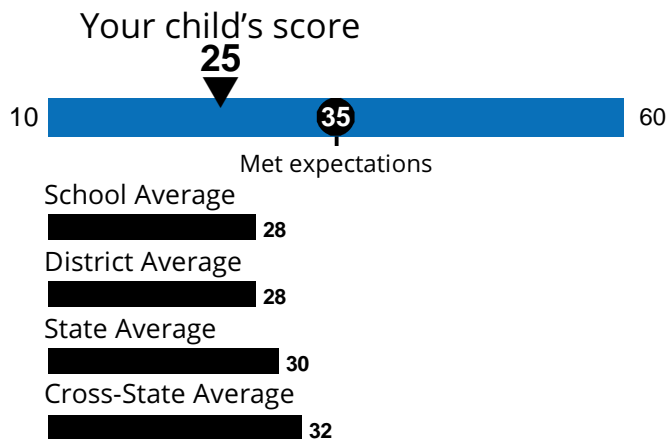
### ↔ INFORMATIONAL TEXT

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**

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## How Can You Use This Report?

Ask your child's teachers:

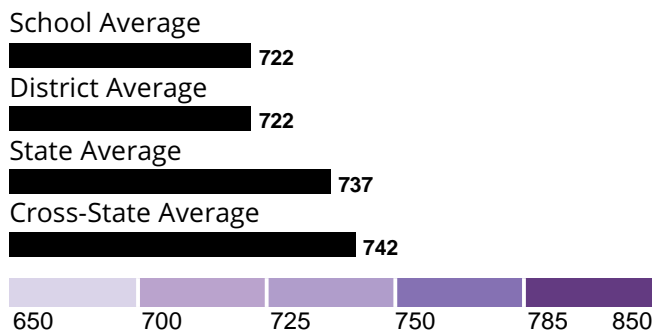
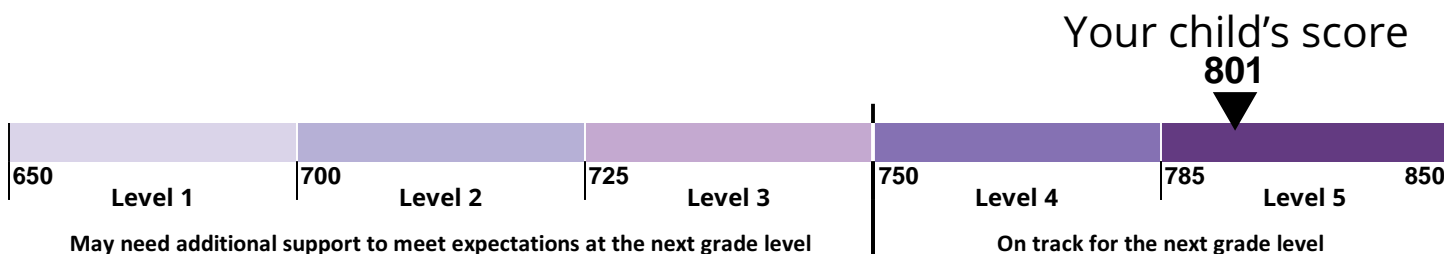
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

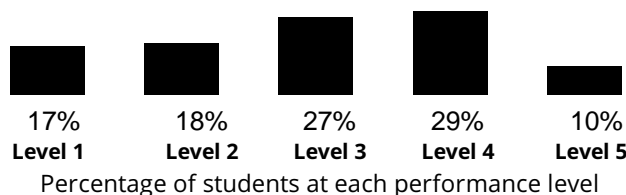
## How Did FIRSTNAME Perform Overall?

**Performance Level 5**

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



## How Students in Rhode Island Performed



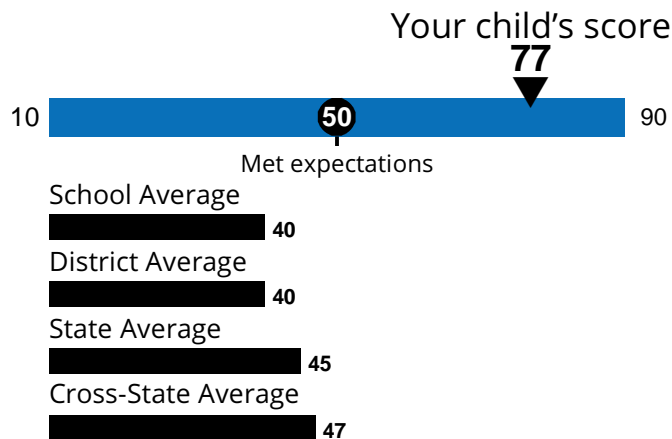
## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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



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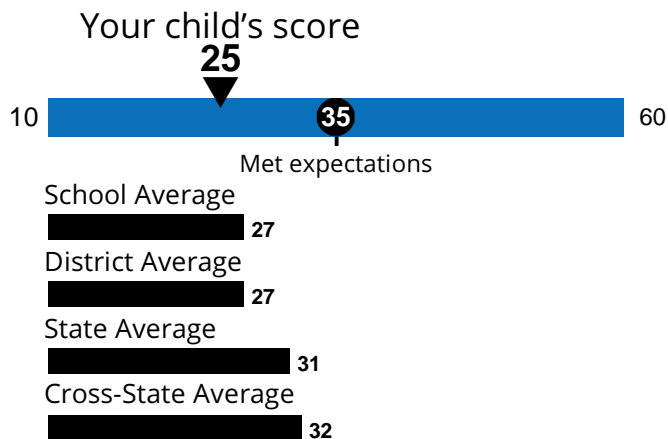
### ↑ INFORMATIONAL TEXT

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### ↔ VOCABULARY

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## 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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## What are the PARCC tests?

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**GRADE 8 ELA**

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## How Can You Use This Report?

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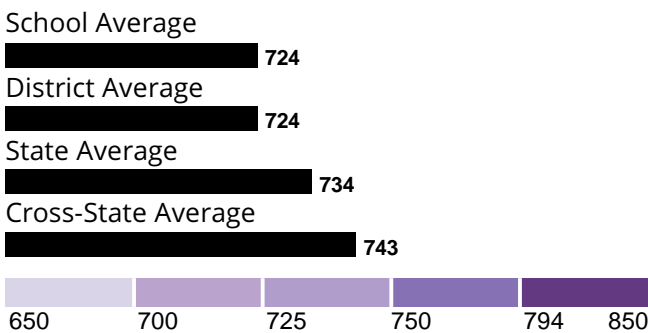
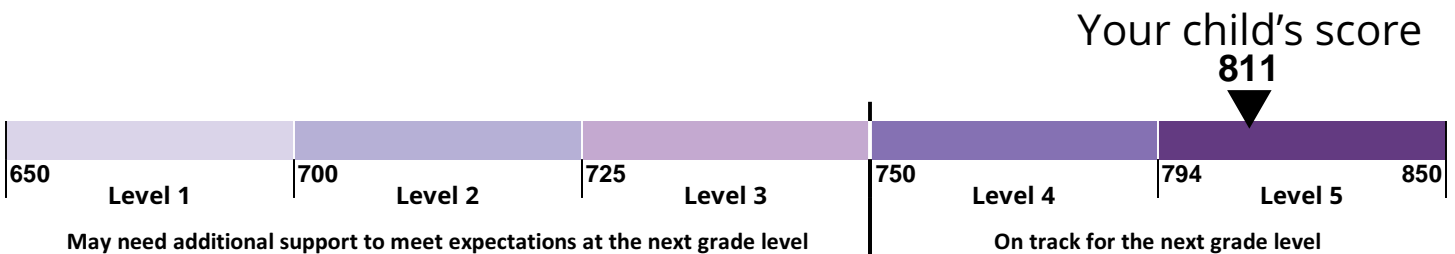
- What do you see as my child's academic strengths and areas for improvement?
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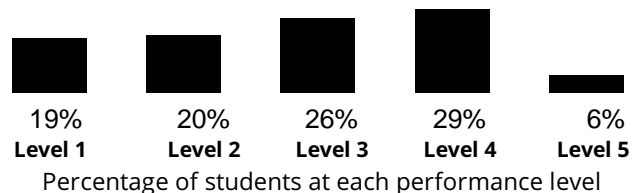
## How Did FIRSTNAME Perform Overall?

**Performance Level 5**

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



## How Students in Rhode Island Performed



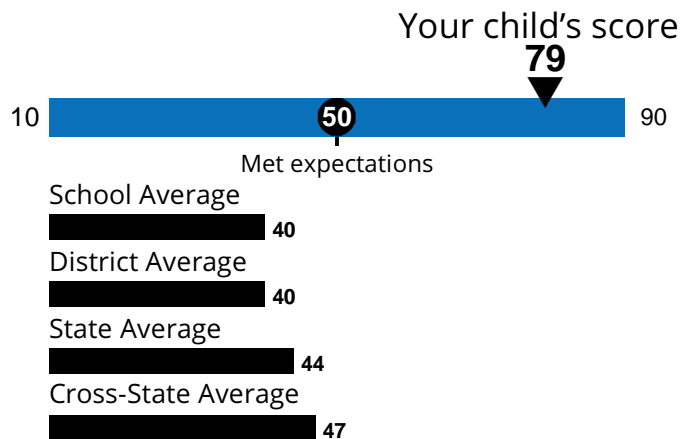
## Student Growth Percentile

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# How Did Your Child Perform in Reading and Writing?

## READING



### LITERARY TEXT

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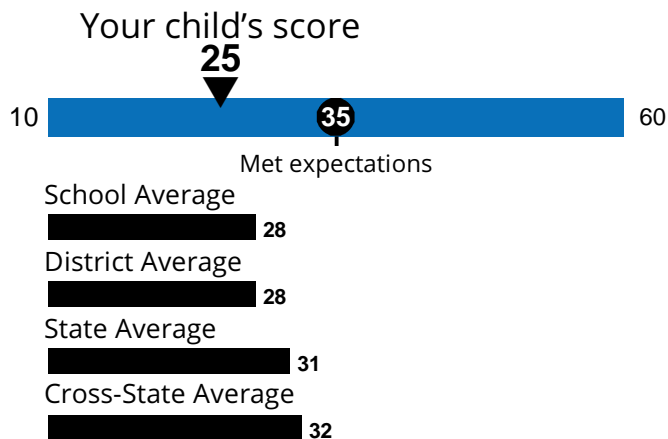
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## WRITING



### WRITING EXPRESSION

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Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations
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## How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

## Learn more about Rhode Island's college- and career-ready standards and PARCC

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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.**

To learn more about the test and to view sample questions and practice tests, visit [UnderstandTheScore.org](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

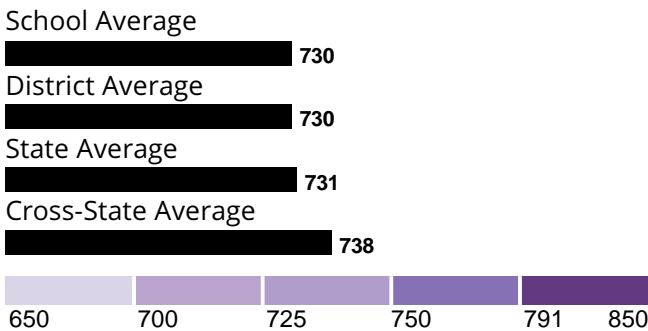
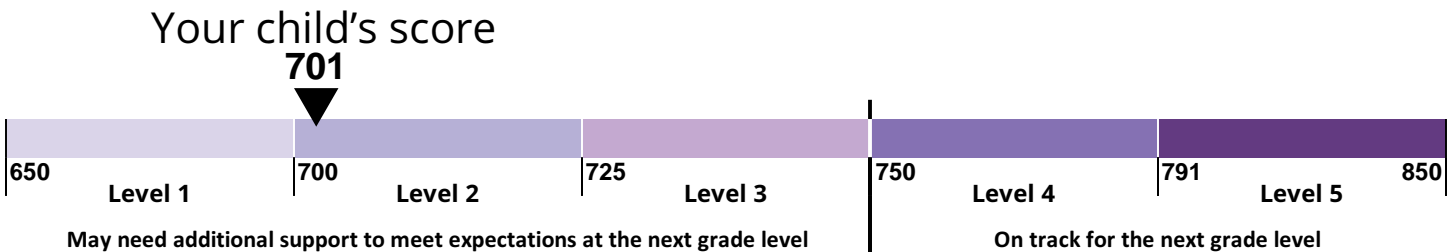
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

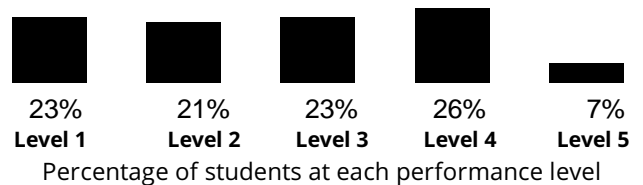
## How Did FIRSTNAME Perform Overall?

**Performance Level 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 Rhode Island Performed



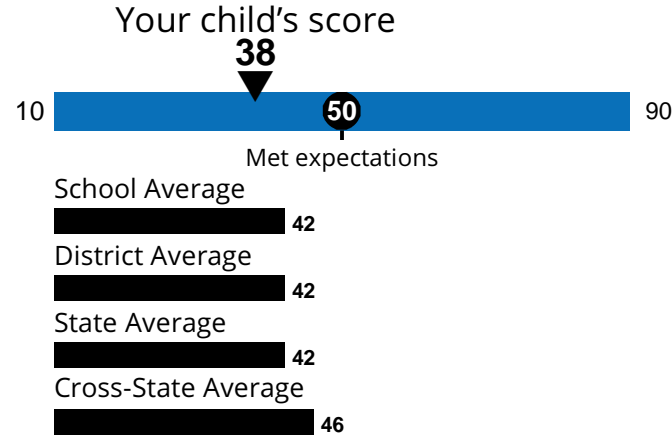
## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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.

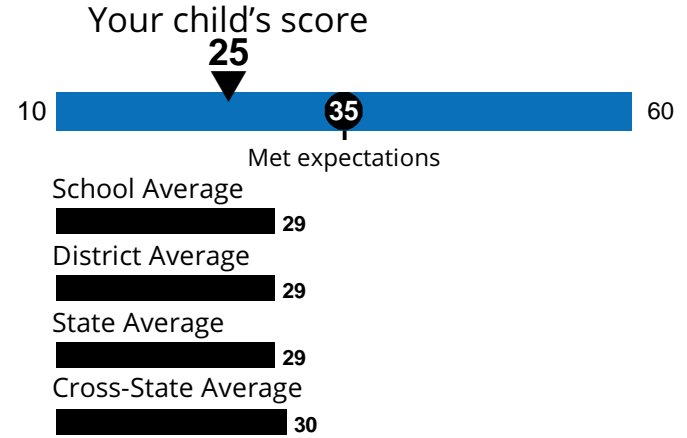
### ↔ INFORMATIONAL TEXT

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?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

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**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](http://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.*

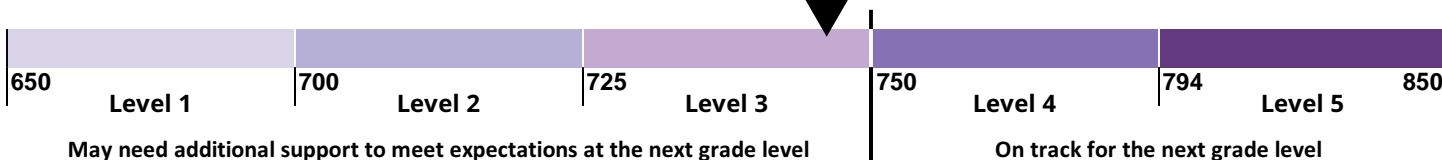
## How Did FIRSTNAME Perform Overall?

**Performance Level 3**

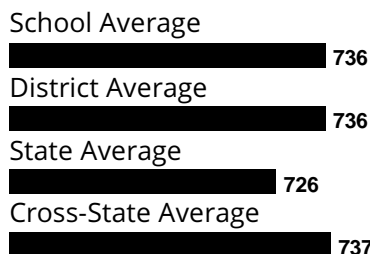
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child's score

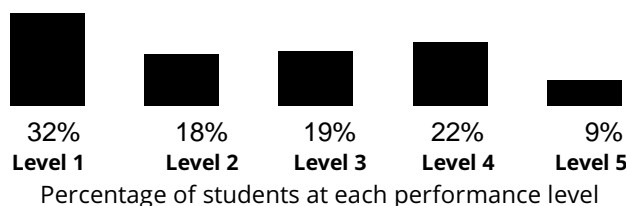
**746**



10



## How Students in Rhode Island Performed



## Student Growth Percentile

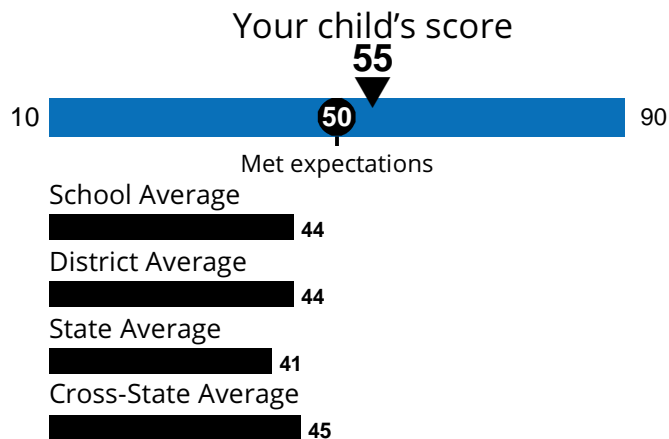
Your child's score this year is the same as or better than 43 percent of Rhode Island students who had a similar score to your child on the assessment in a previous year(s).

*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.

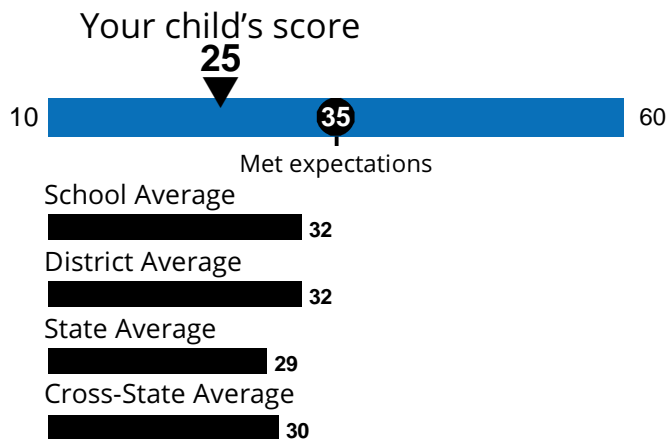
### ↓ INFORMATIONAL TEXT

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?

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## How will my child's school use the test results?

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**GRADE 11 ELA**

# English Language Arts/Literacy Assessment Report, 2016–2017

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To learn more about the test and to view sample questions and practice tests, visit [UnderstandTheScore.org](http://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.*

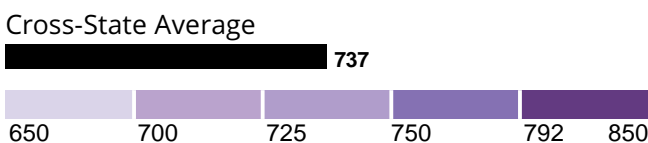
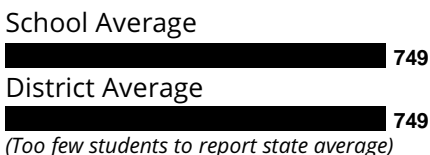
## How Did FIRSTNAME Perform Overall?

**Performance Level 4**

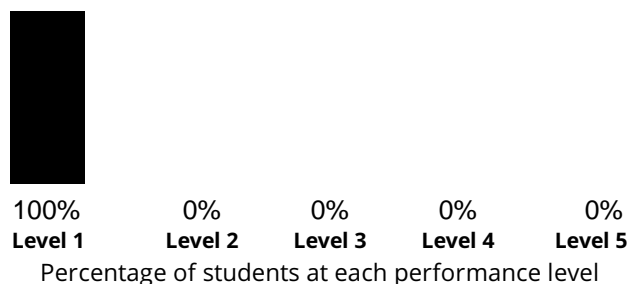
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



11



## How Students in Rhode Island Performed



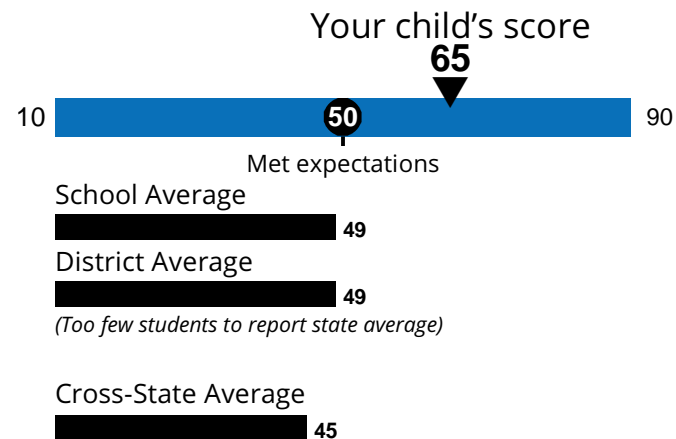
## Student Growth Percentile

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

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# How Did Your Child Perform in Reading and Writing?

## READING



### LITERARY TEXT

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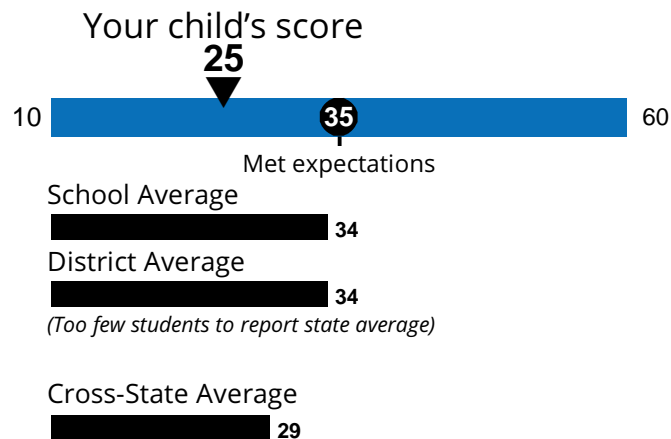
### INFORMATIONAL TEXT

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 **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?

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### How will my child's school use the test results?

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**GRADE 3 MATH**

# Mathematics Assessment Report, 2016–2017

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## How Can You Use This Report?

Ask your child's teachers:

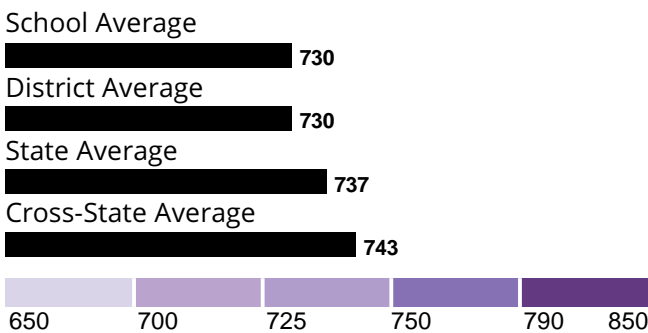
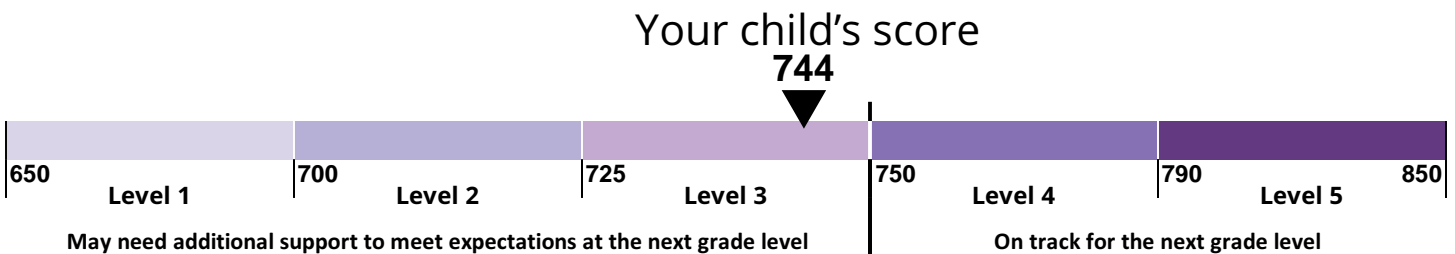
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

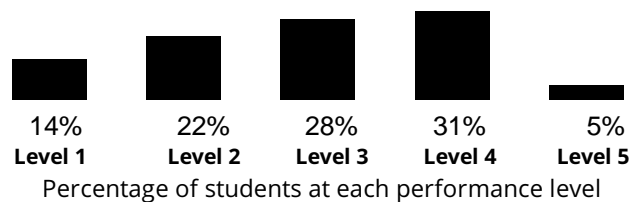
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island 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?

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## 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

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## What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

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**GRADE 4 MATH**

# Mathematics Assessment Report, 2016–2017

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## How Can You Use This Report?

Ask your child's teachers:

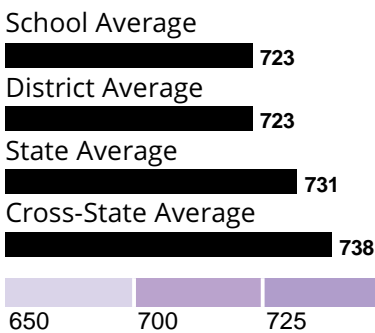
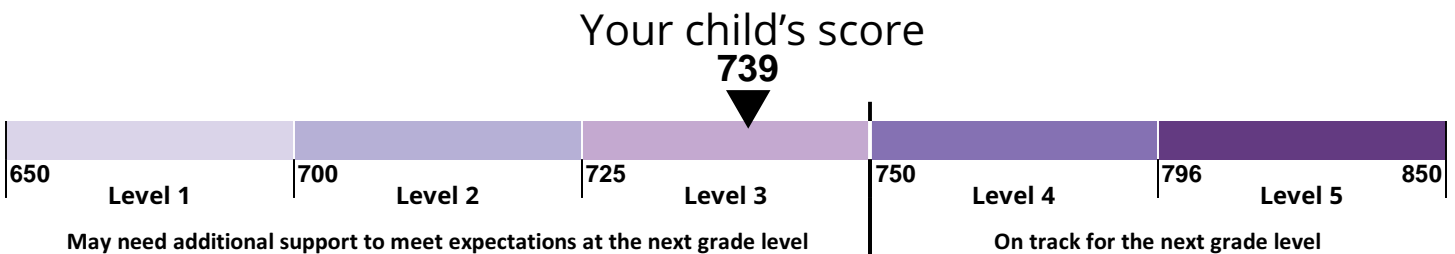
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

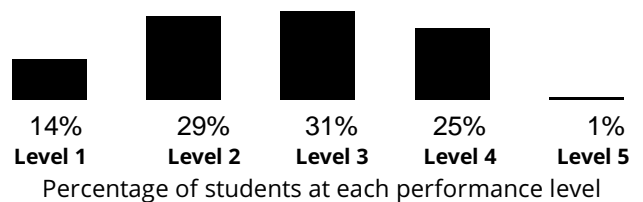
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

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

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# 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

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**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.**

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## How Can You Use This Report?

Ask your child's teachers:

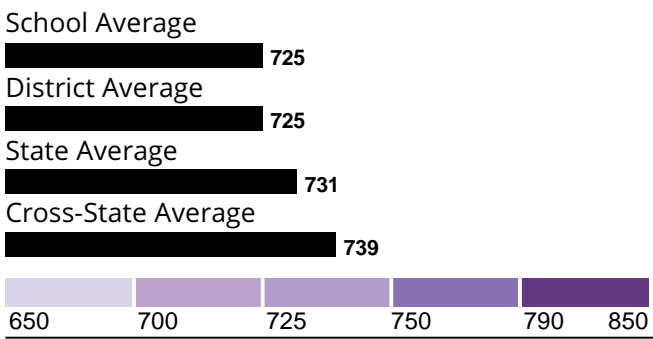
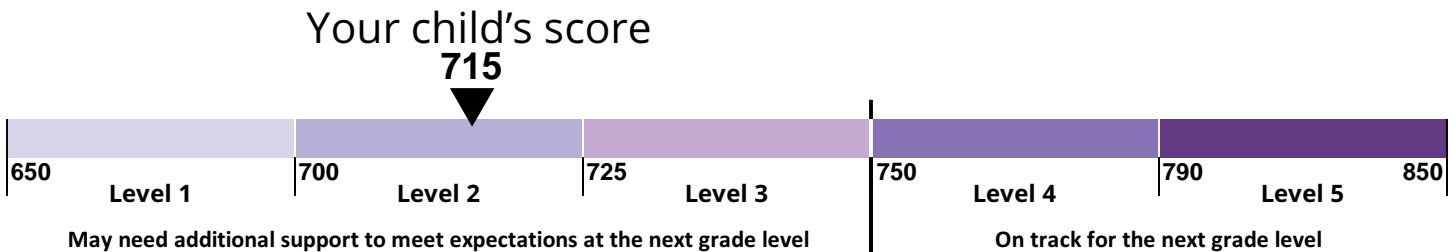
- What do you see as my child's academic strengths and areas for improvement?
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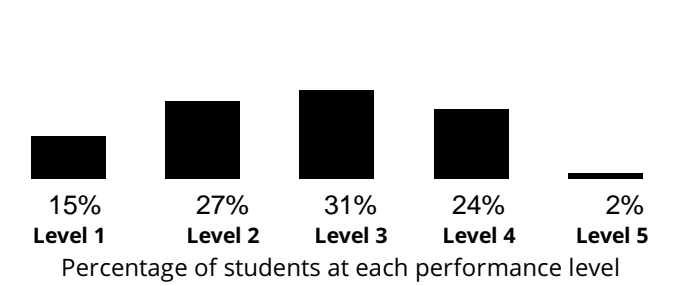
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

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**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](http://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?

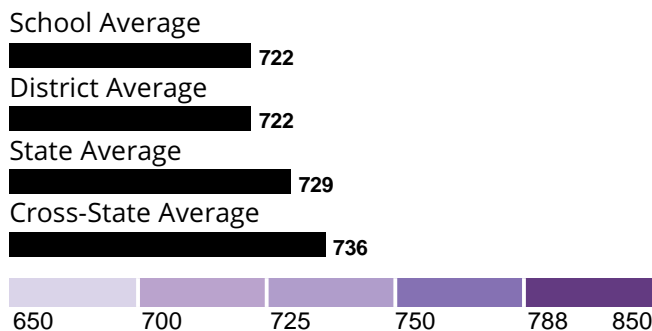
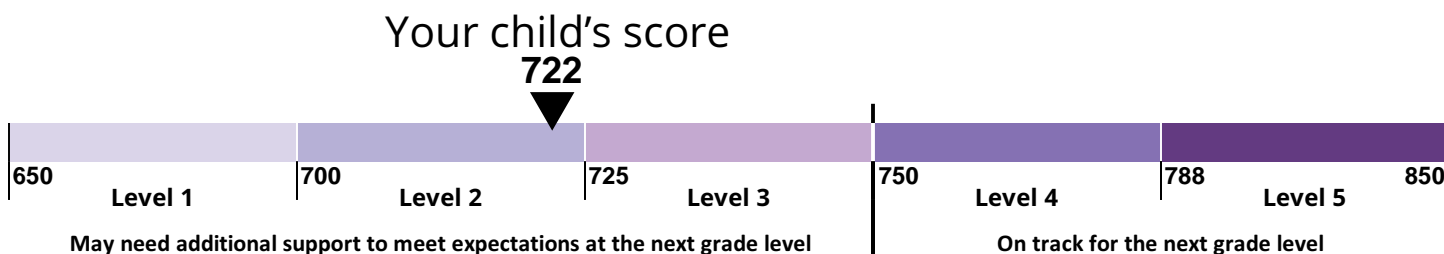
See side 2 of this report for specific information on your child's performance in mathematics.

## How Did FIRSTNAME Perform Overall?

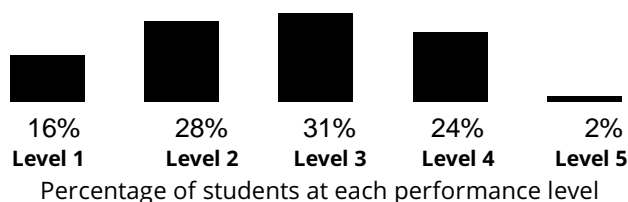
6

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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### 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

### Learn more about Rhode Island's college- and career-ready standards and PARCC

Ask your child's principal or teacher for information on school curriculum and the types of learning experiences provided to students. You may also wish to inquire about how local and state test results contribute to school improvements. To learn more about our state standards, go to [www.ride.ri.gov/CCSS](http://www.ride.ri.gov/CCSS). To learn more about PARCC, go to [www.ride.ri.gov/PARCC](http://www.ride.ri.gov/PARCC). For information on interpreting PARCC results, go to <http://UnderstandTheScore.org>.



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?

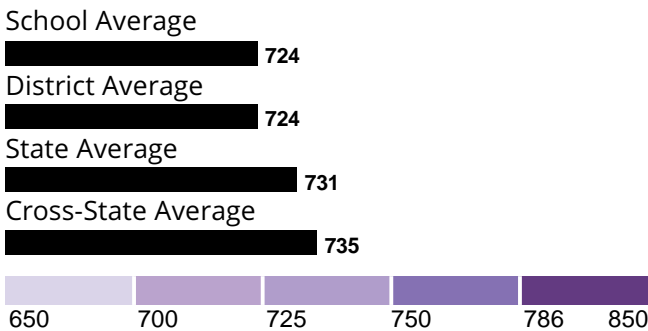
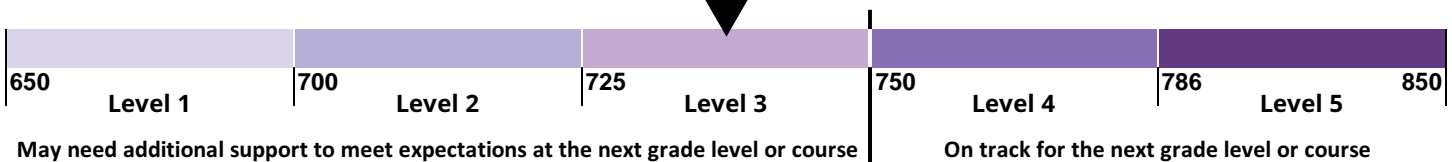
See side 2 of this report for specific information on your child’s performance in mathematics.

How Did FIRSTNAME Perform Overall?

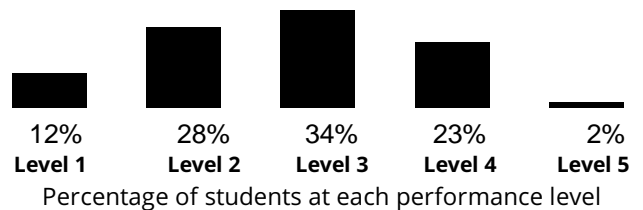
Performance Level 3

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

Your child’s score 737



How Students in Rhode Island Performed



Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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

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## What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

## Learn more about Rhode Island's college- and career-ready standards and PARCC

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**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

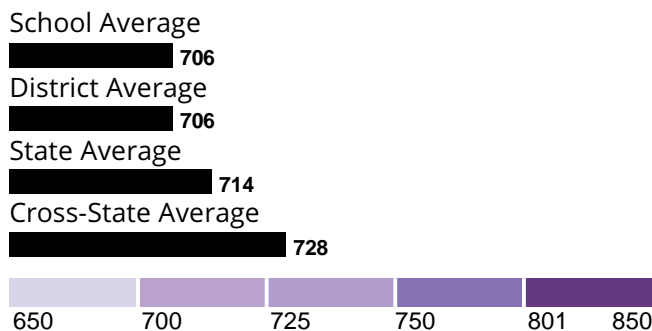
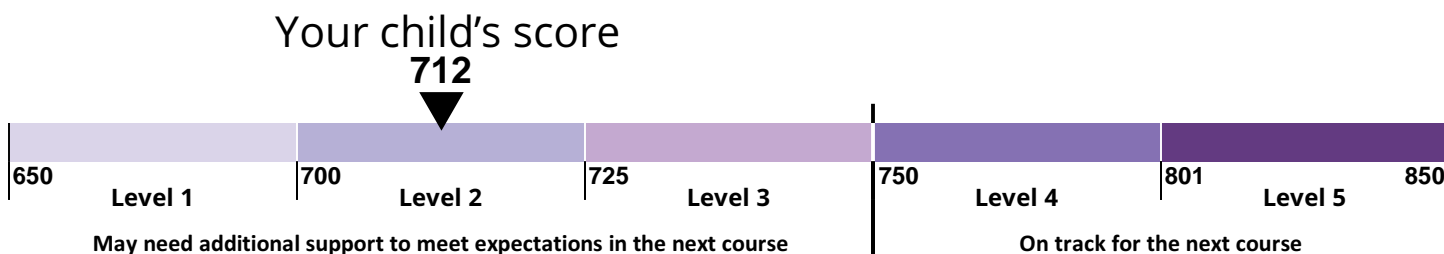
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

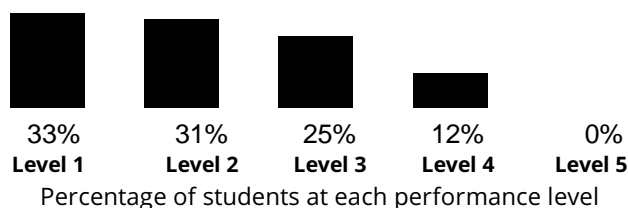
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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

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## What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

## Learn more about Rhode Island's college- and career-ready standards and PARCC

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**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

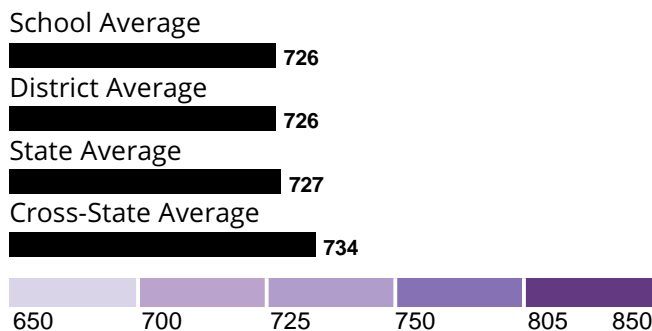
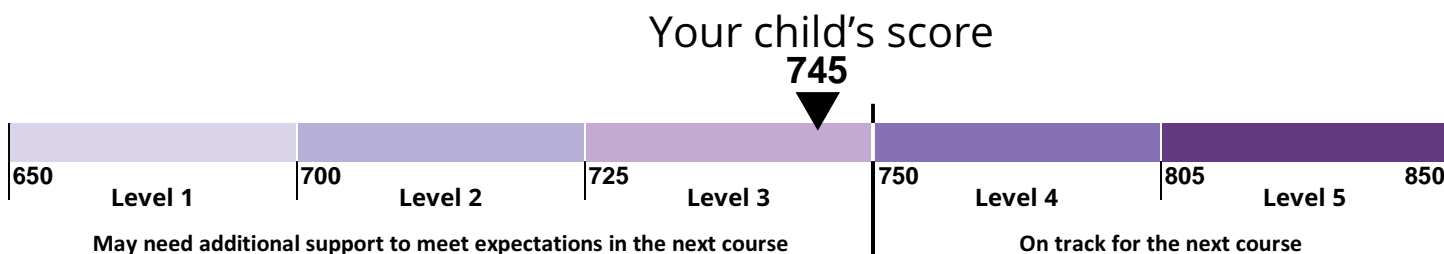
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

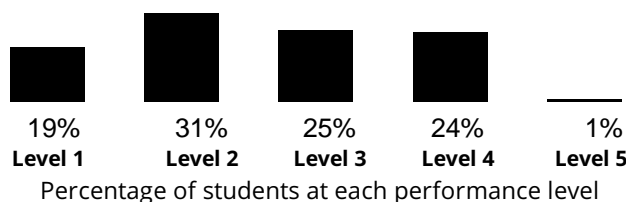
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

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**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

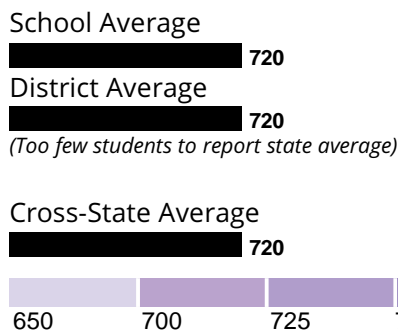
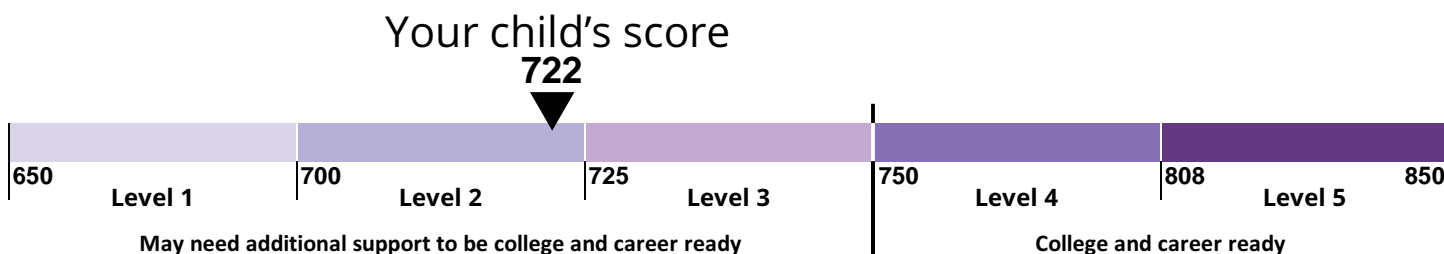
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

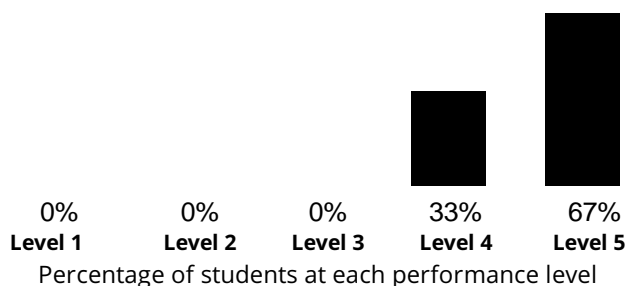
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

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**GEOMETRY**

# Mathematics Assessment Report, 2016–2017

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## How Can You Use This Report?

Ask your child's teachers:

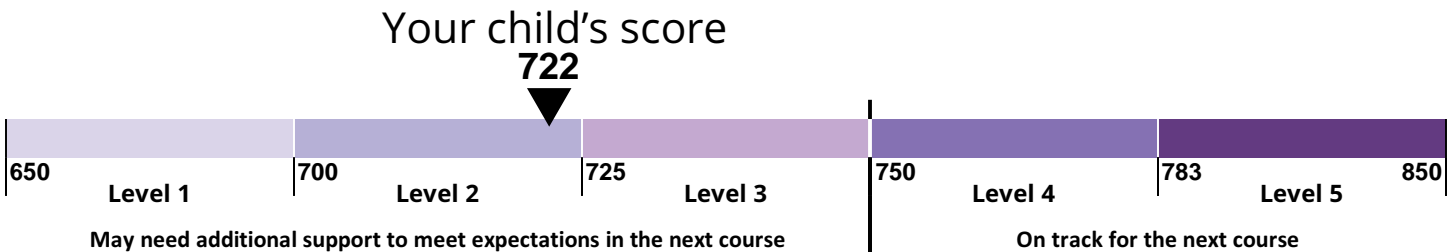
- What do you see as my child's academic strengths and areas for improvement?
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See side 2 of this report for specific information on your child's performance in mathematics.

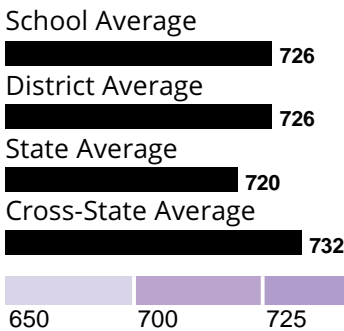
## How Did FIRSTNAME Perform Overall?

**Performance Level 2**

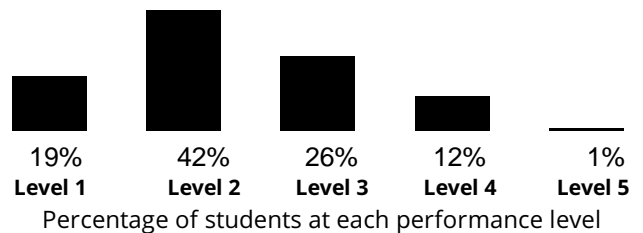
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



10



## How Students in Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 13 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

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**INTEGRATED MATHEMATICS I**

**Mathematics Assessment Report, 2016–2017**

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**How Can You Use This Report?**

Ask your child’s teachers:

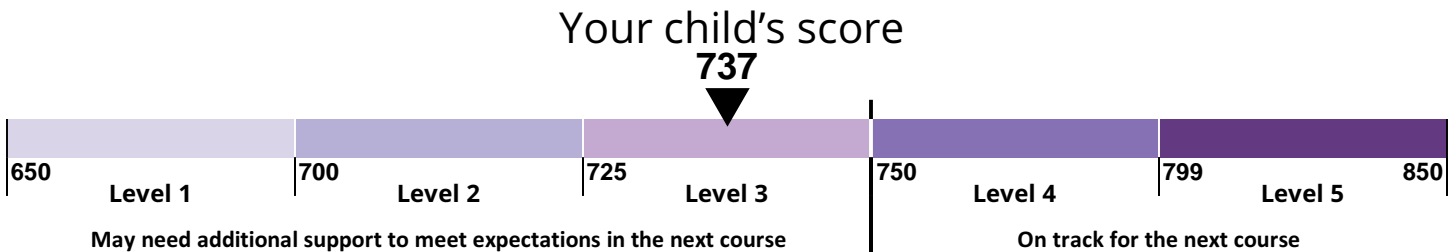
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

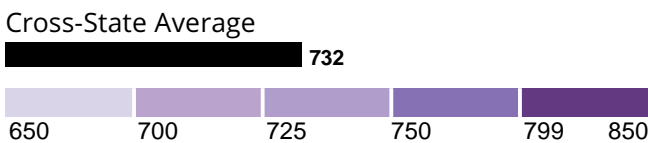
**How Did FIRSTNAME Perform Overall?**

**Performance Level 3**

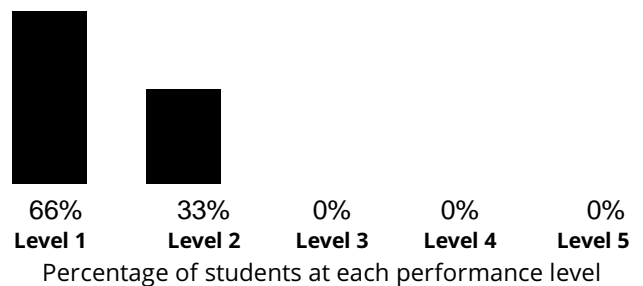
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



School Average 703  
 District Average 703  
*(Too few students to report state average)*



**How Students in Rhode Island Performed**



**Student Growth Percentile**

Your child’s score this year is the same as or better than 43 percent of Rhode Island 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?

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### 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

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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

### Learn more about Rhode Island's college- and career-ready standards and PARCC

Ask your child's principal or teacher for information on school curriculum and the types of learning experiences provided to students. You may also wish to inquire about how local and state test results contribute to school improvements. To learn more about our state standards, go to [www.ride.ri.gov/CCSS](http://www.ride.ri.gov/CCSS). To learn more about PARCC, go to [www.ride.ri.gov/PARCC](http://www.ride.ri.gov/PARCC). For information on interpreting PARCC results, go to <http://UnderstandTheScore.org>.



**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child’s teachers:

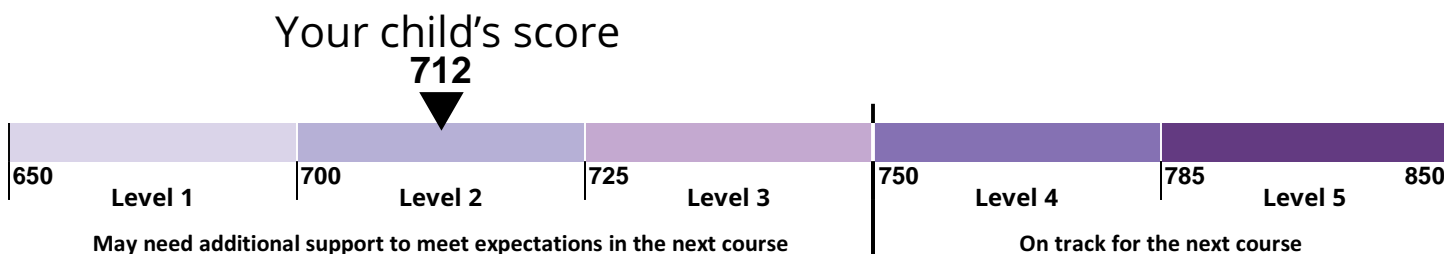
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

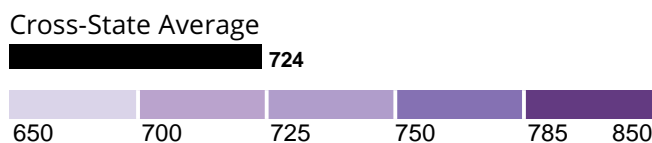
## How Did FIRSTNAME Perform Overall?

**Performance Level 2**

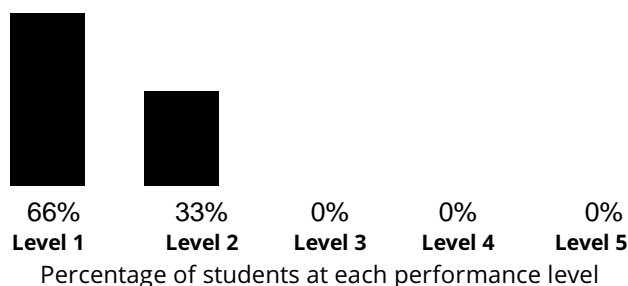
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



School Average **705**  
 District Average **705**  
*(Too few students to report state average)*



## How Students in Rhode Island Performed



## Student Growth Percentile

Your child’s score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

### Learn more about Rhode Island's college- and career-ready standards and PARCC

Ask your child's principal or teacher for information on school curriculum and the types of learning experiences provided to students. You may also wish to inquire about how local and state test results contribute to school improvements. To learn more about our state standards, go to [www.ride.ri.gov/CCSS](http://www.ride.ri.gov/CCSS). To learn more about PARCC, go to [www.ride.ri.gov/PARCC](http://www.ride.ri.gov/PARCC). For information on interpreting PARCC results, go to <http://UnderstandTheScore.org>.



**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

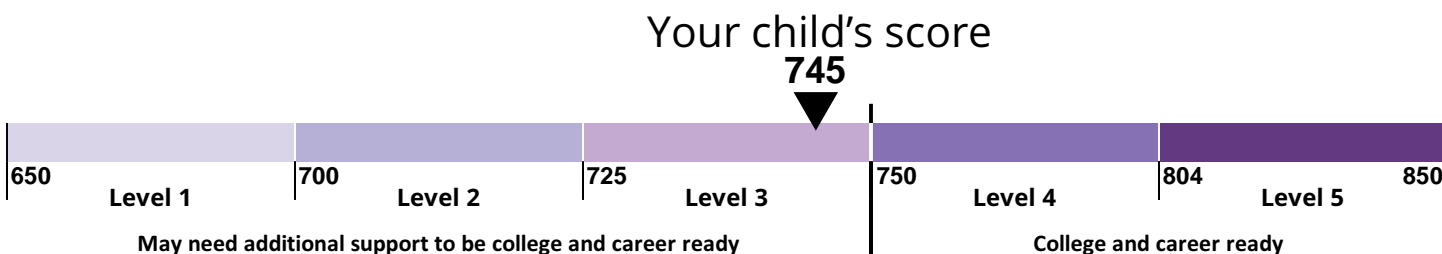
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

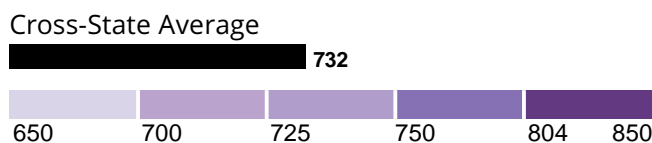
## How Did FIRSTNAME Perform Overall?

**Performance Level 3**

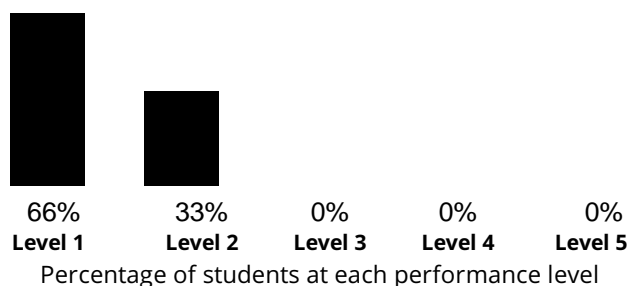
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



School Average **705**  
 District Average **702**  
*(Too few students to report state average)*



## How Students in Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of Rhode Island 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?

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## 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

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## What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

## How will my child's school use the test results?

PARCC results provide us with just one measure – a snapshot in time – of student achievement. Although we should never make important decisions about students based on one measure alone, PARCC tests provide families with objective information about whether their children are academically on track and they help educators compare the performance of their students with others across Rhode Island.

## Learn more about Rhode Island's college- and career-ready standards and PARCC

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**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](http://UnderstandTheScore.org).

## How Can You Use This Report?

Ask your child's teachers:

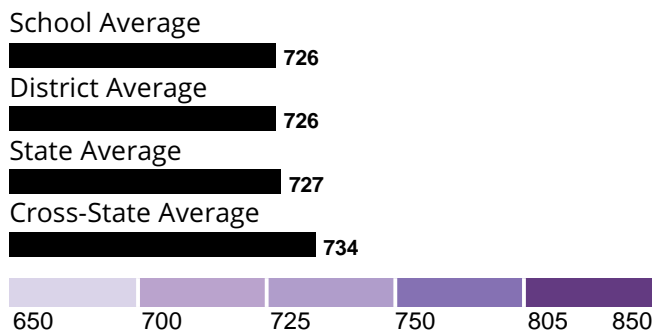
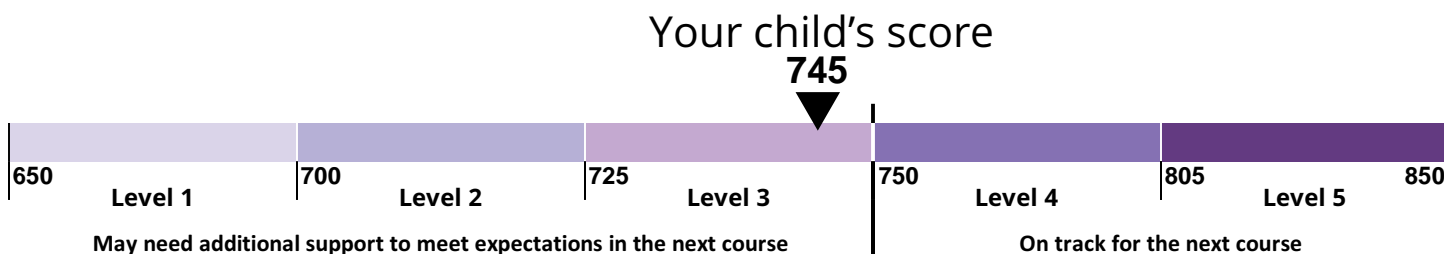
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

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

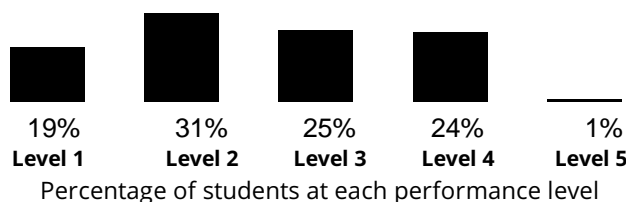
## How Did FIRSTNAME Perform Overall?

**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 Rhode Island Performed



## Student Growth Percentile

Your child's score this year is the same as or better than 16 percent of Rhode Island 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?

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## 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.

<b>LEGEND</b>		
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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### What are the PARCC tests?

PARCC tests are a common measure to determine whether all students are making progress learning expectations in English and mathematics. They align with our expectations for students at each grade level, the work students do in class every day, and the skills students will need for success beyond high school: problem-solving, critical thinking, and analysis of writing selections.

### How will my child's school use the test results?

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