



MATHEMATICS

Algebra II Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

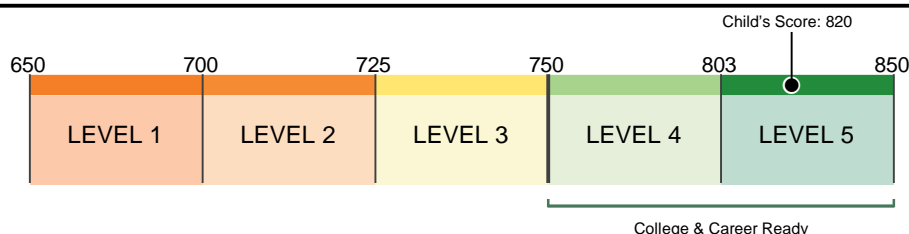
To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

MATHEMATICS PERFORMANCE

Level 5

Your child performed at Level 5
and earned a score of **820**

Students performing at levels 4 and 5
met or exceeded expectations.
For a description of each performance
level, see page 2.



School average	District average	State average	PARCC average
761	759	758	747

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

MAJOR CONTENT

In this area, your child did as well as or better than students who met the 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

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

In this area, your child did almost as well as students who met the 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

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see parcconline.org/math.

LEGEND

Below Expectations Nearly Meets Expectations Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.



MATHEMATICS

Algebra II Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 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 over interpreted.

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MATHEMATICS

Geometry Assessment Report, 2014–2015

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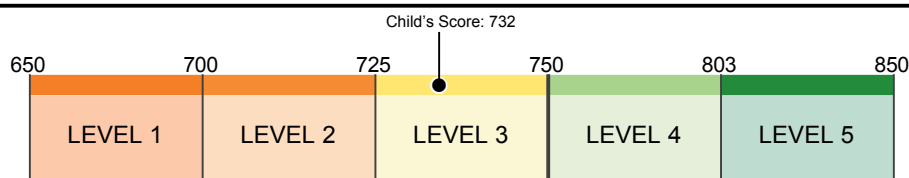
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MATHEMATICS PERFORMANCE

Level 3

Your child performed at Level 3
and earned a score of **732**

Students performing at levels 4 and 5
met or exceeded expectations.
For a description of each performance
level, see page 2.



School average	District average	State average	PARCC average
761	759	758	747

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

MAJOR CONTENT

↓ In this area, your child did not do as well as students who met the 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

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving transforming shapes on a coordinate plane, geometric constructions, circles, and volume.

MODELING & APPLICATION

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see parcconline.org/math.

LEGEND

↓ Below Expectations ↔ Nearly Meets Expectations ↑ Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.



MATHEMATICSGeometry Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

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How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 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 over interpreted.

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ENGLISH LANGUAGE ARTS / LITERACY

Grade 10 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

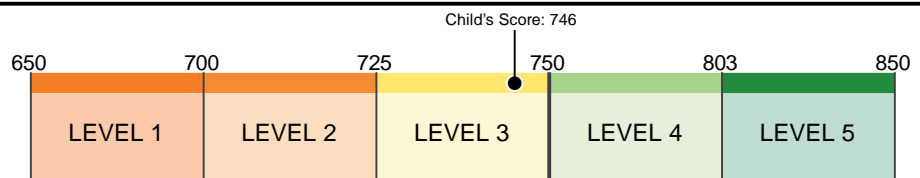
To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

Your child performed at Level 3 and earned a score of **746**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 46
Your child's score: 48	District average 45	State average 45

LITERARY TEXT

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 32
Your child's score: 34	District average 32	State average 31

WRITING EXPRESSION

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

↓ Below Expectations	↔ Nearly Meets Expectations	↑ Meets or Exceeds Expectations
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To see selected questions from the test, visit understandthescore.org.



ENGLISH LANGUAGE ARTS / LITERACY

Grade 10 Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

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What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
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- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the reading and writing scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of reading and writing? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 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 over interpreted.

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ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

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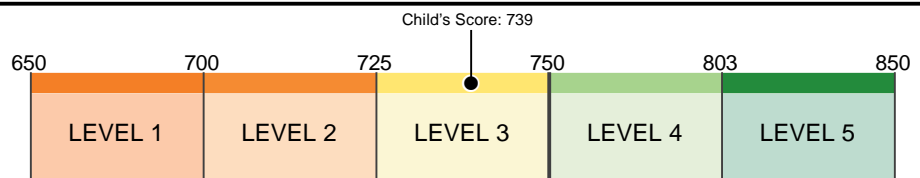
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ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

Your child performed at Level 3 and earned a score of **739**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 90 Your child's score 44	Average of students just meeting expectations 50 District average 48	School average 52 State average 45
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LITERARY TEXT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60 Your child's score: 30	Average of students just meeting expectations 35 District average 35	School average 39 State average 31
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WRITING EXPRESSION



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND



Below
Expectations



Nearly Meets
Expectations



Meets or Exceeds
Expectations

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ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

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**MATHEMATICS****Grade 4 Assessment Report, 2014–2015**

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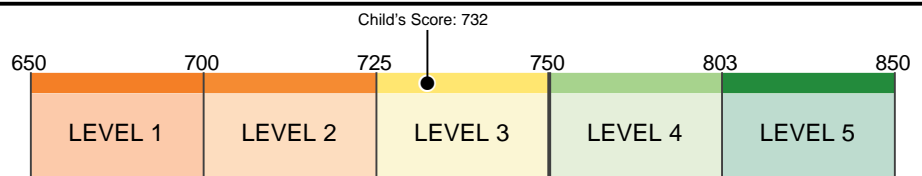
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MATHEMATICS PERFORMANCE**Level 3**

Your child performed at Level 3
and earned a score of **732**

Students performing at levels 4 and 5
met or exceeded expectations.
For a description of each performance
level, see page 2.



School average	District average	State average	PARCC average
761	759	758	747

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE**MAJOR CONTENT**

In this area, your child did almost as well as students who met the 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

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

In this area, your child did not do as well as students who met the 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

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see parcconline.org/math.

LEGEND

Below
Expectations



Nearly Meets
Expectations



Meets or Exceeds
Expectations

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MATHEMATICS**Grade 4 Assessment Report, 2014–2015**

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

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