

School: Ocm Central Schools
 Class: [REDACTED] R - 2902 - 2001/101 Pre Alg

Teacher: [REDACTED]
 Grade: 9

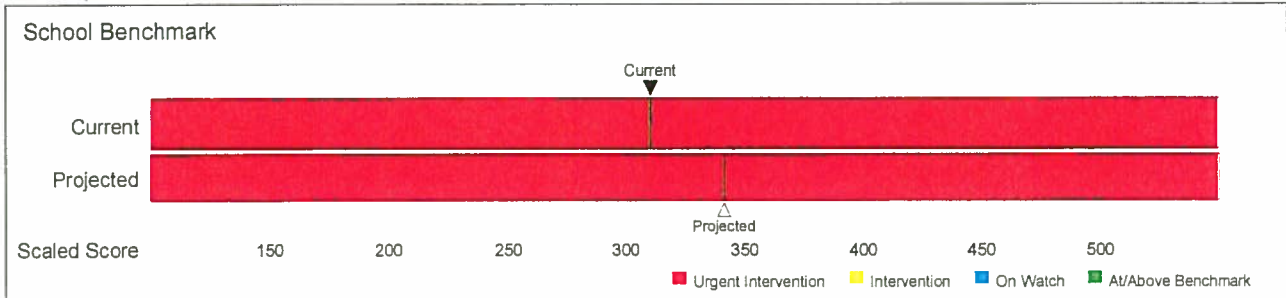
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Math Enterprise Test Results

Current SS (Scaled Score): 310 Test Date: 09/25/2013
 Projected SS for 06/25/14: 341 Based on research, 50% of students at this student's level will achieve this much growth.

[REDACTED] Current Performance



Suggested Skills

[REDACTED] STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

K-8	
GR	<p>Counting and Cardinality This score suggests [REDACTED] is able to count orally to 100. Based on this score, [REDACTED] should practice counting out a given number of objects.</p> <ul style="list-style-type: none"> K » Count out a given number of objects from 1 to 20 K Understand the last number counted is the total number of objects K » Represent the total number of objects in a group from 0 to 20 with a numeral K Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 K Understand that each successive number name refers to a quantity that is one larger K Understand the one-to-one relationship between objects and numbers
	<p>Operations and Algebraic Thinking This score suggests [REDACTED] is at the early stages of understanding algebraic concepts. Based on this score, [REDACTED] should focus on finding number pairs less than or equal to 10.</p> <ul style="list-style-type: none"> K WP: Add numbers with a sum up to 10 using pictures K WP: Subtract numbers with a minuend up to 10 using objects K WP: Subtract numbers with a minuend up to 10 using pictures K » Decompose a number less than or equal to 10 into pairs using objects K Decompose a number less than or equal to 10 into pairs using pictures K Decompose a number less than or equal to 10 into pairs using an equation

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

School: Ocm Central Schools
 Class: Panzica, R - 2902 - 2001/101 Pre Alg

Teacher: ██████████
 Grade: 9

K-8	
GR	<p>Number and Operations in Base Ten</p> <p>This score suggests ██████████ is at an early stage of performing operations in base ten. Based on this score, ██████████ should continue working on composing and decomposing numbers 11 to 19. ██████████ should practice basic addition and subtraction concepts up to 20.</p> <p>K Decompose a number from 11 to 19 into a group of ten ones and some further ones using objects</p> <p>K ⁴Decompose a number from 11 to 19 into a group of ten ones and some further ones using pictures</p> <p>K Compose a number from 11 to 19 from ten ones and some further ones using objects</p> <p>K Compose a number from 11 to 19 from ten ones and some further ones using pictures</p> <p>K » Understand that the numbers 11 to 19 are composed of 10 ones and some ones</p>
	<p>Measurement and Data</p> <p>This score suggests ██████████ is at the early stages of understanding measurement and data concepts. Based on this score, ██████████ should focus on sorting objects into groups based on measurable attributes.</p> <p>K » Describe a measurable attribute of a group of objects</p> <p>K Describe several measurable attributes of an object</p> <p>K Compare measurable attributes of two objects</p> <p>K Demonstrate an understanding of tools that measure time</p> <p>K Identify U.S. coins</p> <p>K Classify objects into categories</p>
	<p>Geometry</p> <p>This score suggests ██████████ is at the early stages of understanding geometric concepts. Based on this score, ██████████ should focus on identifying 2-dimensional shapes and their attributes.</p> <p>K Describe an object in the environment orally using a shape name</p> <p>K Describe the relative position of objects in the environment</p> <p>K » Correctly identify a shape regardless of orientation or overall size</p> <p>K Identify a 2-dimensional or 3-dimensional shape as flat or solid</p> <p>K Identify attributes of a 2-dimensional shape</p>

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