Student 3 Data

BOY-Math

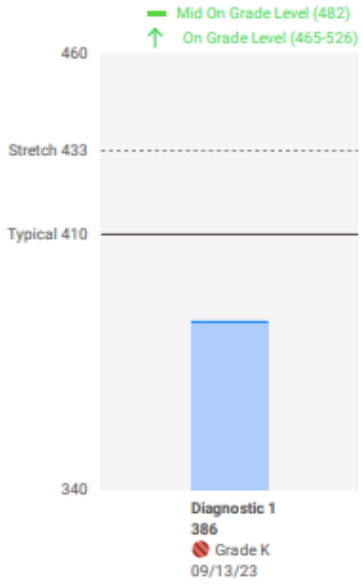
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

Overall Math	Grade K (386) Standard Error +/- 6
Domain	Placement
Number and Operations	Grade 1
Algebra and Algebraic Thinking	Grade K
Measurement and Data	Grade 1
Geometry	Grade 1

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm:

3rd Percentile

Quantile® Measure:

150Q

Quantile Range:

100Q-200Q

The Lexile® & Quantile® Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com

MOY-Math

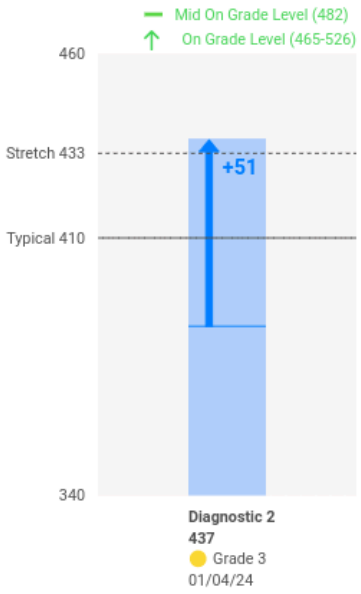
Diagnostic 2

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



Overall Math	Grade 3 (437) Standard Error +/- 7	
Domain	Placement	Can Do & Next Steps
Number and Operations	Grade 3	
Algebra and Algebraic Thinking	Grade 2	
Measurement and Data	Grade 2	
Geometry	Grade 3	

Placement by Domain

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1 386	Grade K 378	Grade 1 393	Grade 1 390

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 3 450	Grade 2 427	Grade 2 417	Grade 3 449

Standards Met on i-Ready

+	NY-3.OA.7a	Fluently solve . . . divisions [through 144 divided by 12], using strategies such as . . . properties of operations.	✓
+	NY-3.OA.7a	Fluently solve . . . multiplication [through 12 times 12] . . . , using strategies such as . . . properties of operations.	✓
+	NY-2.NBT.5	Fluently add . . . within 100 [two-digit numbers without regrouping] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	✓
+	NY-2.NBT.5	Fluently add ... within 100 [two-digit numbers with regrouping] using strategies based on place value [models], properties of operations, and/or the relationship between addition and subtraction.	✓
+	NY-2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	✓
+	NY-2.NBT.7a	Add and subtract within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.	✓
+	NY-2.NBT.7a	. . . [S]ubtract within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.	✓
+	NY-2.NBT.7a	Add . . . within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.	✗
+	NY-2.NBT.7b	Understand that in adding or subtracting up to three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.	✓
+	NY-2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	✓
+	NY-2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	✓
+	NY-1.NBT.4	Add within 100, including a two-digit number and a one-digit number, and a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.	✓
+	NY-1.NBT.4	Add within 100, including a two-digit number and a one-digit number . . . Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. . . .	✓
+	NY-1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	✓
+	NY-1.NBT.5	Given a two-digit number . . . find 10 more or 10 less than the number . . .	✓
+	NY-1.NBT.6	Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. . . .	✓
	Measurement and Data *Measure lengths indirectly and by iterating length units.*		
+	NY-1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	✓
+	NY-1.MD.2	. . . Express the length of an object as a whole number of "length units."	✓

+	NY-1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	✓
+	NY-1.OA.8	[Represent and d]etermine the unknown whole number in an addition or subtraction equation with the unknown in all positions.	✓
	Number and Operations in Base Ten *Extend the counting sequence.*		
+	NY-1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	✓
+	NY-1.NBT.1	Count to 120, starting at any number less than 120 . . .	✓
	Number and Operations in Base Ten *Understand place value.* *Understand that the two digits of a two-digit number represent amounts of tens and ones.*		
+	NY-1.NBT.2.a	Understand 10 can be thought of as a bundle of ten ones, called a "ten."	✓
+	NY-1.NBT.2.b	Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	✓
+	NY-1.NBT.2.c	Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	✓
+	NY-1.OA.5	Relate counting to addition and subtraction.	✓
+	NY-1.OA.5	Relate counting to . . . subtraction.	✓
+	NY-1.OA.5	Relate counting to addition . . .	✓
+	NY-1.OA.6a.i	Add and subtract within 20. Use strategies such as: counting on;	✓
+	NY-1.OA.6a.i	. . . [S]ubtract within 20. . . .	✓
+	NY-1.OA.6a.i	. . . [S]ubtract within 20. Use strategies such as: counting on;	✓
+	NY-1.OA.6a.i	Add . . . within 20. . . .	✓
+	NY-1.OA.6a.i	Add . . . within [10]. Use strategies such as: counting on;	✓
+	NY-1.OA.6a.ii	Add and subtract within 20. Use strategies such as: making ten;	✓
+	NY-1.OA.6a.ii	. . . [S]ubtract within 20. . . .	✓