

The following is a report of your students' results on the Math assessment. The report is sorted alphabetically by last name. On the top of the report is a list of the questions arranged by Content Strand and subskill, and whether or not that question is a constructed response question or not (identified by the letters "CR"). Information on the student is displayed on the line to the right of the student's name AND on the line directly below the student's responses. The report contains the following information for each student:

RAW SCORES - Each student's total RAW SCORE is listed. Possible No Valid Scores (NVS) are as follows:

- 93 - MEDICALLY EXCUSED
- 95 - NOT ENROLLED
- 96 - REFUSED
- 97 - ADMIN ERROR
- 99 - ABSENT
- 50 - Taking NYSAA

STUDENT RESPONSES

A student's score on a CONSTRUCTED RESPONSE (CR) question is indicated as a numeric value.

If a student answered a multiple choice question correctly, that answer is listed as a PERIOD (.).

If the student answered a multiple choice question incorrectly, the answer is listed as the NUMBER of the incorrect response.

If there was no response, the answer is listed as a HYPHEN (-).

If the student bubbled in more than one answer to a single multiple choice question, that answer is indicated by an ASTERISK (*).

CONTENT STRANDS - Student's individual item responses are arranged by content strands, not in order of the test questions. A student's raw score BY CONTENT STRAND is listed underneath each student's individual responses. (Please note: We are not printing a score - using NVS for No Valid Score instead - if there are fewer than 4 questions on the test for a particular strand.)

- Content Strand 1 - Number Sense/Operations (NSO)
- Content Strand 2 - Algebra (ALG)
- Content Strand 3 - Geometry (GEO)
- Content Strand 4 - Measurement (MEA)
- Content Strand 5 - Statistics/Probability (STP)

Please note that these sub-totals for the Content Strands are based solely on the MULTIPLE CHOICE questions, not CONSTRUCTED RESPONSE.

The bottom of each page contains summary data. Specifically, there is a list displaying the percent of students that responded to each choice on a question. In the case of CR questions, the percentage represents how many students achieved that score on that particular question. Note that these calculations at the bottom of the page do NOT include students who either bubbled in multiple responses for a question or left a question blank. There is also a summary of the average of the Content Strand results by building and district.

Please note that this report is PRELIMINARY. The scale scores of the Mathematics state tests are not scheduled to be released until June 2008.

Per noted by the State, "These data remain under embargo. These data are not to be released for public information. Students may not be released from Academic Intervention Services based on this preliminary data and this data should not be used in isolation to measure student performance. Final official testing data will be released later this spring from the State Education Department."

NYS MATH grade 4 March 2008 MC and CR Questions by Content Strand

Content Strand 1: Number Sense/Operations

- 1A - Check reasonableness of an answer by using estimation - Item - 18
- 1B - Compare and order unit fractions ($1/2$, $1/3$, $1/4$) and find their approximate locations on a number line - Item - 19
- 1C - Develop an understanding of the properties of odd/even numbers as a result of multiplication - Item - 07
- 1D - Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000 - Item - 04
- 1E - Develop fluency with single digit multiplication facts - Item - 08
- 1F - Explore equivalent fractions ($1/2$, $1/3$, $1/4$) - Item - 23, 28
- 1G - Interpret the meaning of remainders - Item - 25, CR36
- 1H - Read and write whole numbers to 10,000 - Item - 01, 06
- 1I - Round numbers less than 1,000 to the nearest tens and hundreds - Item - 03
- 1J - Select appropriate computational and operational methods to solve problems - Item - 27
- 1K - Understand the place value structure of the base ten number system: 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand; 10 thousands = 10 1 thousands - Item - 13
- 1L - Understand, use, and explain the associative property of multiplication - Items - 15, CR48
- 1M - Use a variety of strategies to add and subtract numbers up to 10,000 - Item - CR31
- 1N - Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders) - Item - CR46
- 1O - Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping) - Items - CR32, CR40
- 1P - Use a variety of strategies to solve multiplication problems with factors up to 12×12 - Items - 09, CR44
- 1Q - Use multiplication and division as inverse operations to solve problems - Items - 11, CR37

Content Strand 2: Algebra

- 2A - Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box - Items - 17, CR43
- 2B - Describe, extend, and make generalizations about numeric (+, -, ×, ÷) and geometric patterns - Items - CR38, CR45
- 2C - Evaluate and express relationships using open sentences with one operation - Item - 29
- 2D - Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($1/2, 1/3, 1/4, 1/5, 1/6$, and $1/10$) - Item - 14
- 2E - Use the symbols $<$, $>$, $=$, and $<>$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths) - Item - 21

Content Strand 3: Geometry

- 3A - Find perimeter of polygons by adding sides - Item - CR41
- 3B - Find the area of a rectangle by counting the number of squares needed to cover the rectangle - Item - 05
- 3C - Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon) - Item - 10
- 3D - Identify congruent and similar figures - Item - 22
- 3E - Identify points and line segments when drawing a plane figure - Item - 30
- 3F - Part A 4.G03: Find perimeter of polygons by adding sides; Part B 4.G04: Find the area of a rectangle by counting the number of squares needed to cover the rectangle - Item - CR35

Content Strand 4: Measurement

- 4A - Calculate elapsed time in hours and half hours, not crossing A.M./P.M. - Item - 24
- 4B - Know and understand equivalent standard units of length: 12 inches = 1 foot, 3 feet = 1 yard - Item - CR34
- 4C - Make change, using combined coins and dollar amounts - Items - CR33, CR42
- 4D - Select tools and units (customary and metric) appropriate for the length being measured - Item - 20
- 4E - Select tools and units appropriate to the mass of the object being measured (grams and kilograms) - Item - 16
- 4F - Use a ruler to measure to the nearest standard unit (whole, $1/2$ and $1/4$ inches, whole feet, whole yards, whole centimeters, and whole meters) - Item - 02

Content Strand 5: Statistics/Probability

- 5A - Develop and make predictions that are based on data - Item - 26
- 5B - Formulate conclusions and make predictions from graphs - Item - 12
- 5C - Represent data using tables, bar graphs, and pictographs - Items - CR39, C47

