

Individual Student Year-End Report

Performance Profile



NAME: Susie Smith

SCHOOL: DLM School

YEAR: 2014—15

SUBJECT: English Language Arts

DISTRICT: DLM District

GRADE: 3

REPORT DATE: 06-10-2015

STATE: DLM State

STATE ID: 08691

Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of five performance categories: **emerging**. The specific skills Susie has and has not mastered can be found in her Learning Profile.



Conceptual Areas

Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



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Performance Profile Continued

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in her Learning Profile.

Determining Critical Elements of Text

Susie is interested in shared reading. Susie understands actions that are part of routines familiar to her. Susie understands that words have meanings that relate to people and objects around her. Susie can identify characters' feelings and illustrations in familiar texts.

Constructing Understandings of Text

Susie has shown that she can identify objects based on words that describe objects. Susie notices new things in her environment. Susie understands some feeling words.

Integrating Ideas and Information from Text

Susie can identify familiar people, places objects and events.

Using Writing to Communicate

Susie has shown interest in making marks on paper in order to write.

Individual Student Year-End Report

Performance Profile



NAME: Mark Williams
SUBJECT: Mathematics
REPORT DATE: 06-10-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

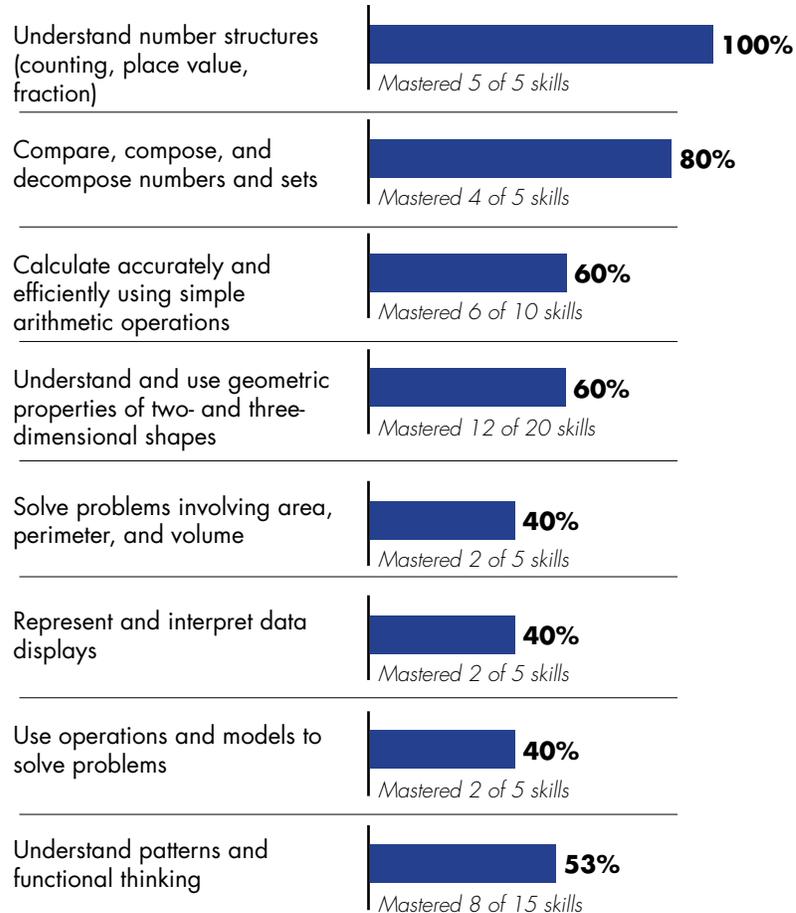
YEAR: 2014—15
GRADE: 8
STATE ID: 07703

Overall Results

Grade 8 mathematics allows students to show their achievement in 70 skills related to 14 Essential Elements. Mark has mastered 41 of those 70 skills during the 2014-15 school year. Overall, Mark's mastery of math fell into the third of five performance categories: **approaching the target**. The specific skills Mark has and has not mastered can be found in his Learning Profile.



Conceptual Areas



Individual Student Year-End Report

Performance Profile



NAME: Mark Williams
SUBJECT: Mathematics
REPORT DATE: 06-10-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014—15
GRADE: 8
STATE ID: 07703

Performance Profile Continued

More information about Marks' performance on each Essential Element, that make up the Conceptual Areas, is located in his Learning Profile.

Understand Number Structure

Mark recognizes a group of objects sharing an attribute as a set. He understands separateness as objects that are not joined together. Mark can divide a set into two or more equal subsets. He can understand unit fractions. Mark understands a decimal point as a dot used to separate the whole number part from the fractional part of a number. He can identify a fraction with a denominator of 10, and can match it with the corresponding decimal representation.

Compare, compose, and decompose numbers and set

Mark can recognize multiple tenths in a set model such as, two-tenths, five-tenths, etc. He knows how to represent fractions as decimals restricted to hundredths. Mark can compare two decimals to hundredths, and can communicate which decimal is greater than, smaller than, or equal to the other fraction using symbols.

Calculate accurately and efficiently using simple arithmetic operations

Mark can combine two shapes to form a new shape and two sets to form a new set, and can transfer this understanding to communicate understanding about addition. Mark understands repeated addition and can demonstrate repeated addition using arrays, number line, or sets. Mark can solve problems involving repeated addition. Mark recognizes parts of a given whole or a unit. He can decompose a fraction into sum of unit fractions with same denominators. Mark describes addition and subtraction of fractions as an act of combining and separating different parts of the whole, respectively. Mark can subtract two fractions with same denominator.

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NAME: Mark Williams

SCHOOL: DLM School

YEAR: 2014—15

SUBJECT: Mathematics

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GRADE: 8

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STATE: DLM State

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Performance Profile Continued

More information about Marks' performance on each Essential Element, that make up the Conceptual Areas, is located in his Learning Profile.

Understand and use geometric properties of two- and three-dimensional shapes

Mark can choose an object, which is either same or different from a given object. Mark can recognize defining and non-defining attributes of a geometrical shape. He can identify common attributes between two or more shapes. Mark can match two-dimensional and three-dimensional shapes in same sizes and same orientations, or different sizes and same orientations. Mark can recognize congruent or similar figures. He can correctly identify the representation of an angle from a set of ray, point and angle. Mark correctly recognizes different angles. Mark can compare an angle to a right angle to communicate whether it is greater than, less than, or equal to the right angle.

Solve problems involving area, perimeter and volume

Mark can recognize the attribute values of a geometrical shape. He can identify the measurable attributes of a geometrical shape such as, length or height.

Represent and interpret data displays

Mark can order and classify objects based on attribute values. Mark recognizes the framework of bar graphs, picture graphs, line plot, and tally charts to communicate how information is displayed and measured.

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Performance Profile Continued

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Use operations and models to solve problems

Mark can put together two sets to form a new set. He can split a set into two or more distinct subsets. Mark understands addition as putting together objects to form a new set, and subtraction means taking away objects from a set.

Understand patterns and functional thinking

Mark can recognize patterns in nature and everyday life. Mark can form a pair by putting two objects together. He can arrange objects following a specific order or rule. Mark can recognize symbolic patterns involving numerals and letters. He can recognize a symbolic pattern that increases or decreases. He can accurately determine the core unit or the pattern rule in a symbolic pattern, and can use this information to extend a symbolic pattern. Mark identifies sequences as an ordered list of numbers. Mark can generate an ordered pair by analyzing the numerical pattern followed by x - and y -values in a function table.