Addens, Elbert
ID: EADDE
Grade: 4
Teacher: Morris, V.

Estimated Mastery of Grade 4

How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Est. Mastery Levels for Standards in Grade 4
- Green: Above Est. Mastery Range
- Yellow: Below Est. Mastery Range
- Green: Est. Mastery Range

STAR Math Test Results
- Current Test SS: 691
- PR: 80
- GE: 5.4
- Test Date: 1/7/2016

Trend: Use trend score (based on all test scores) to estimate mastery of state standards
- Trend: Use trend score (based on all test scores) to estimate mastery of state standards
- Projected SS: 757
- Date: 7/24/2016
  - Based on research, 50% of students at this student's level will achieve this much growth.

a This student was given additional time to complete the test.
## Grade 4: Math, 2010, Grade 4, State Standards, National Governor’s Association and Council of Chief State School Officers

### Above Estimated Mastery Range

- **Math.Content** Generalize place value understanding for multi-digit whole numbers. .4.NBT.A
- **Math.Content** Represent and interpret data. .4.MD.B

### Within Estimated Mastery Range

- **Math.Content** Generate and analyze patterns. .4.OA.C
- **Math.Content** Use place value understanding and properties of operations to perform multi-digit arithmetic. .4.NBT.B
- **Math.Content** Understand decimal notation for fractions, and compare decimal fractions. .4.NF.C
- **Math.Content** Geometric measurement: understand concepts of angle and measure angles. .4.MD.C

### Below Estimated Mastery Range

- **Math.Content** Use the four operations with whole numbers to solve problems. .4.OA.A
- **Math.Content** Gain familiarity with factors and multiples. .4.OA.B
- **Math.Content** Extend understanding of fraction equivalence and ordering. .4.NF.A

Math.Content .4.NF. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Math.Content .4.MD. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Math.Content Draw and identify lines and angles, and classify shapes by properties of their lines and angles. .4.G.A
How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the students’ mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Class: Ms. Sparrgrove's class
Teacher: Sparrgrove, E.

Grade: 4
Grade 4: Math, 2010, Grade 4, State Standards, National Governor's Association and Council of Chief State School Officers

Math.Content.4.OA.A
Use the four operations with whole numbers to solve problems.

Students Grouped By Estimated Mastery

- **Above**
  - 0 of 14 Students

- **Within**
  - 0 of 14 Students

- **Below**
  - 14 of 14 Students
    - Stepler, Katie
    - Heiberger, Meghan
    - Davis, Verndale
    - Graves, Carly
    - Moncrief, Brian
    - Casillas, Omero
    - Ramirez, Eric
    - Nguyen, Micki
    - Timmons, Antwanette
    - Heinrichs, Dustin
    - Chavez, Weston
    - Coffman, Joni
    - Bennett, Myles
    - Brannen, Dillon

- Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 7/24/2016.
Class: Ms. Sparrgrove's class  
Teacher: Sparrgrove, E.

Grade: 4  

Grade 4: Math, 2010, Grade 4, State Standards, National Governor's Association and Council of Chief State School Officers

Math.Content.4.OA.B  
Gain familiarity with factors and multiples.

Students Grouped By Estimated Mastery

- **Above**: 0 of 14 Students
- **Within**: 1 of 14 Students (Stepler, Katie)
- **Below**: 13 of 14 Students (Heiberger, Meghan, Davis, Verndale, Graves, Carly, Moncrief, Brian, Casillas, Omero, Ramirez, Eric, Nguyen, Micki, Timmons, Antwanette, Heinrichs, Dustin, Chavez, Weston, Coffman, Joni, Bennett, Myles, Brannen, Dillon)

Math.Content.4.OA.C  
Generate and analyze patterns.

Students Grouped By Estimated Mastery

- **Above**: 1 of 14 Students (Stepler, Katie)
- **Within**: 5 of 14 Students (Heiberger, Meghan, Graves, Carly, Moncrief, Brian, Casillas, Omero, Ramirez, Eric)
- **Below**: 8 of 14 Students (Davis, Verndale, Nguyen, Micki, Timmons, Antwanette, Heinrichs, Dustin, Chavez, Weston, Coffman, Joni, Bennett, Myles, Brannen, Dillon)

» Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 7/24/2016.
How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the students’ mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 12/29/2015 - 1/27/2016
Projected - Shows likely progress by 7/24/2016. Based on research, 50% of students will achieve this much growth.

Grade: 4

Grade 4: Math, 2010, Grade 4, State Standards, National Governor's Association and Council of Chief State School Officers

**Math.Content.4.OA.A**
Use the four operations with whole numbers to solve problems.

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>% of Students In or Above the Estimated Mastery Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger Elementary 360</td>
<td>![Chart] 6% 3 / 49</td>
</tr>
<tr>
<td>Morris, V.</td>
<td>![Chart] 12% 3 / 26</td>
</tr>
<tr>
<td>Bench, M.</td>
<td>![Chart] 0% 0 / 23</td>
</tr>
</tbody>
</table>

**Math.Content.4.OA.B**
Gain familiarity with factors and multiples.

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>% of Students In or Above the Estimated Mastery Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger Elementary 360</td>
<td>![Chart] 10% 5 / 49</td>
</tr>
<tr>
<td>Morris, V.</td>
<td>![Chart] 12% 3 / 26</td>
</tr>
<tr>
<td>Bench, M.</td>
<td>![Chart] 9% 2 / 23</td>
</tr>
</tbody>
</table>
Grade: 4

Math.Content.4.OA.C
Generate and analyze patterns.

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>Current</th>
<th>Projected (7/24/2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger Elementary 360</td>
<td>69% 34 / 49</td>
<td>96% 47 / 49</td>
</tr>
<tr>
<td>Morris, V.</td>
<td>73% 19 / 26</td>
<td>92% 24 / 26</td>
</tr>
<tr>
<td>Bench, M.</td>
<td>65% 15 / 23</td>
<td>100% 23 / 23</td>
</tr>
</tbody>
</table>

Math.Content.4.NBT.A
Generalize place value understanding for multi-digit whole numbers.

<table>
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<tr>
<th>School/Teacher</th>
<th>Current</th>
<th>Projected (7/24/2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger Elementary 360</td>
<td>96% 47 / 49</td>
<td>100% 49 / 49</td>
</tr>
<tr>
<td>Bench, M.</td>
<td>100% 23 / 23</td>
<td>100% 23 / 23</td>
</tr>
<tr>
<td>Morris, V.</td>
<td>92% 24 / 26</td>
<td>100% 26 / 26</td>
</tr>
</tbody>
</table>

Math.Content.4.NBT.B
Use place value understanding and properties of operations to perform multi-digit arithmetic.

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>Current</th>
<th>Projected (7/24/2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger Elementary 360</td>
<td>55% 27 / 49</td>
<td>92% 45 / 49</td>
</tr>
<tr>
<td>Morris, V.</td>
<td>58% 15 / 26</td>
<td>88% 23 / 26</td>
</tr>
<tr>
<td>Bench, M.</td>
<td>52% 12 / 23</td>
<td>96% 22 / 23</td>
</tr>
</tbody>
</table>