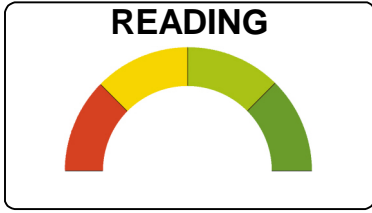
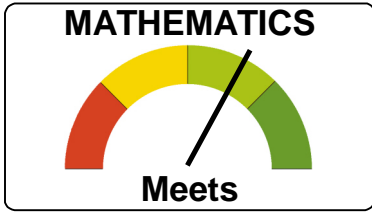


These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2022.

**ALTERNATE ACHIEVEMENT STANDARDS**



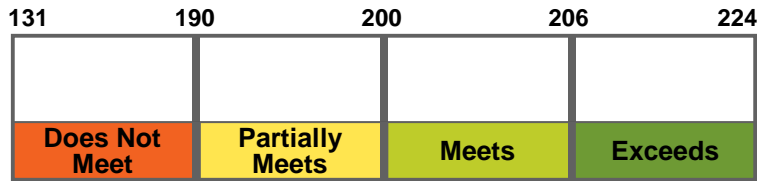
Firstname was absent during the test



Firstname's score shows performance that **meets** grade 7 alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

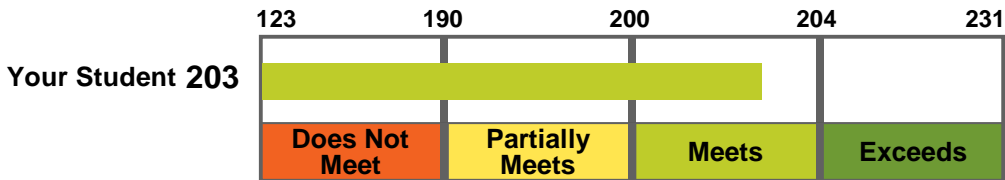
**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**



State average score is 200.9

The student was absent during the testing window for this subject. Please contact your student's school for further information.

**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**



State average score is 201.5

**Performance Level Description:**  
With the occasional use of supports, students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics.

## Performance within Subjects

### Minnesota Test of Academic Skills (MTAS) Scoring Rubric

The MTAS consists of nine performance tasks per subject. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = **3 points**
- The student responds correctly to the task after the test administrator provides additional support = **2 points**
- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**



### READING: PERFORMANCE DETAILS

No Test Data Available

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
	Read closely to determine what the text says explicitly and make inferences.	No Test Data Available
	Determine the main idea in a text; summarize key supporting details and ideas.	No Test Data Available
	Describe how individuals, events, and ideas develop over the course of a text.	No Test Data Available
	Interpret words and phrases as they are used in text, including multiple-meaning words.	No Test Data Available
	There were three reading passages included in the assessment. Your student had <ul style="list-style-type: none"> <li>• 0 passage(s) read aloud by the test administrator,</li> <li>• read 2 passage(s) along with the test administrator, and</li> <li>• read 1 passage(s) independently.</li> </ul>	<b>TOTAL:</b> No Test Data Available

\* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.



## MATHEMATICS: PERFORMANCE DETAILS

### Firstname's score Meets the Mathematics Alternate Achievement Standards

Students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. With the occasional use of supports, the students may demonstrate the ability to:

- Add and subtract integers and fractions.
- Find solutions to equations with proportional relationships with graphical support.
- Solve problems involving scale drawings.
- Select a fraction to represent probability with graphical support.

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Number and Operation:</b>	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	9 / 12
<b>Geometry and Measurement:</b>	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.	2 / 3
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
<b>TOTAL:</b>		<b>20 / 27</b>

\* State averages for the areas and total are 3.7, 7.7, 1.7, 4.7 and 17.7 respectively.



# Minnesota Test of Academic Skills (MTAS-III) Reading and Mathematics

School District  
P.O. Box 1234  
123 First St  
City Name, MN 12345

Optional Parent or Guardian Name  
To the Parent or Guardian of Firstname M. Lastname  
Optional Address Line 1  
Optional Address Line 2  
Optional Address Line 3

## ➤ What is this report about?

- This Individual Student Report (ISR) provides your student's results on the Minnesota Assessments taken in the spring of 2022 to measure student knowledge and abilities on the extended standards of the Minnesota Academic Standards.
- For each reported subject, overall performance includes your student's score and related Alternate Achievement Standard level, and state average score.
- Your student's performance details in content areas within extended standards include points earned compared to points possible for each content area and the total, including state averages for each of those score areas.
- When reviewing student scores and state averages, keep in mind that each student has unique needs considered in the administration of tasks, which influence performance on this particular assessment.
- If you have questions about the results, we encourage you to contact your student's school.

## ➤ Who takes these assessments and why?

Minnesota Assessments are taken by all public students in grades 3-8 and 11 on mathematics, in grades 3-8 and 10 on reading, and in grades 5, 8, and once in high school on science. Students with the most significant cognitive disabilities may take the Minnesota Test of Academic Skills (MTAS).

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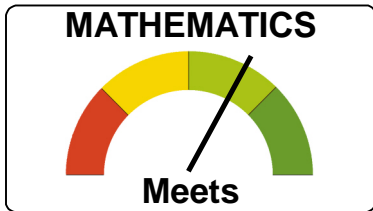
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**ALTERNATE ACHIEVEMENT STANDARDS**



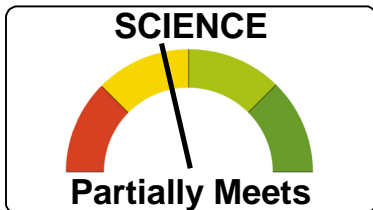
Firstname's score shows performance **above** grade 8 alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level



Firstname's score shows performance that **meets** grade 8 alternate achievement standards

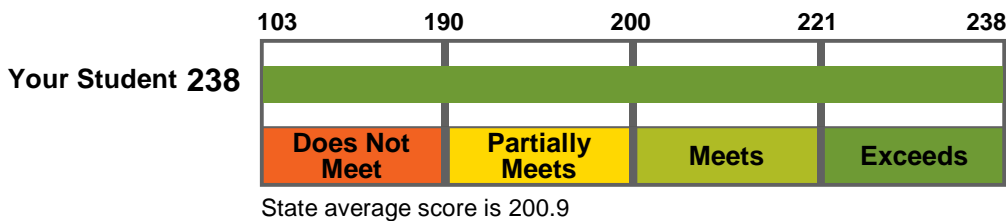
MTAS scores are used in district planning and should be used in discussions with other data at the classroom level



Firstname's score shows performance **slightly below** grade 8 alternate achievement standards

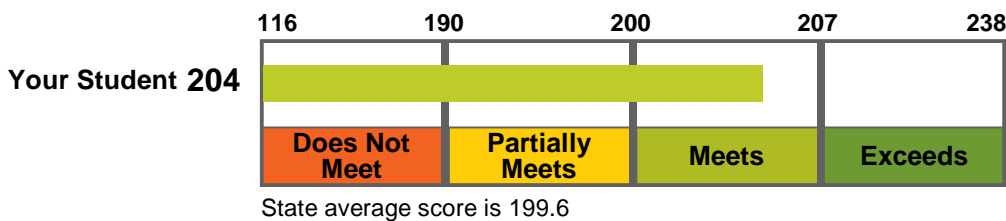
MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**



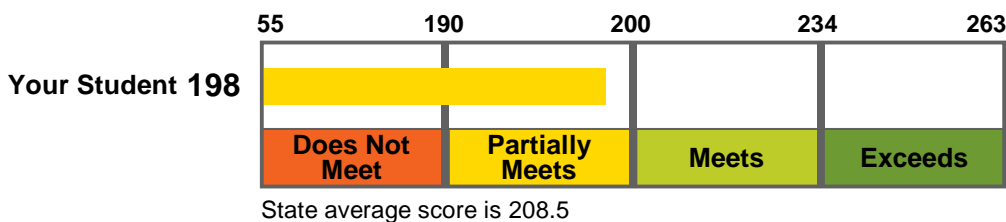
**Performance Level Description:**  
Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading.

**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**Performance Level Description:**  
With the occasional use of supports, students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics.

**SCIENCE: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**Performance Level Description:**  
Given frequent verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science.

## Performance within Subjects

### Minnesota Test of Academic Skills (MTAS) Scoring Rubric

The MTAS consists of nine performance tasks per subject. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = **3 points**
- The student responds correctly to the task after the test administrator provides additional support = **2 points**
- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**



### READING: PERFORMANCE DETAILS

#### Firstname's score Exceeds the Reading Alternate Achievement Standards

Students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

**Key Ideas and Details:** Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a literal interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

**Craft and Structure:** Determine literal meanings of new words or multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
	Read closely to determine what the text says explicitly and make inferences.	6 / 6
	Determine the main idea in a text; summarize key supporting details and ideas.	6 / 6
	Describe how individuals, events, and ideas develop over the course of a text.	12 / 12
	Interpret words and phrases as they are used in text, including multiple-meaning words.	3 / 3
	There were three reading passages included in the assessment. Your student had <ul style="list-style-type: none"> <li>• 0 passage(s) read aloud by the test administrator,</li> <li>• read 2 passage(s) along with the test administrator, and</li> <li>• read 1 passage(s) independently.</li> </ul>	<b>TOTAL:</b> 27 / 27

\* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.



## MATHEMATICS: PERFORMANCE DETAILS

### Firstname's score Meets the Mathematics Alternate Achievement Standards

Students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. With the occasional use of supports, the students may demonstrate the ability to:

- Compare rational numbers.
- Evaluate an algebraic expression when the value of one variable is given.
- Recognize that parallel lines have the same slope.
- Estimate line of best fit on scatterplots.

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Number and Operation:</b>	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	7 / 12
<b>Geometry and Measurement:</b>	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.	2 / 3
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
<b>TOTAL:</b>		<b>18 / 27</b>

\* State averages for the areas and total are 4.8, 7.2, 2.1, 3.9, and 18.0 respectively.



## SCIENCE: PERFORMANCE DETAILS

### Firstname's score Partially Meets the Science Alternate Achievement Standards

Students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science. Given frequent verbal, visual, and/or tactile supports which provide extra context about the task to be completed, the students may demonstrate the ability to:

- Identify ways that people use common engineered systems.
- Recognize when matter has undergone a physical change.
- Understand that forces cause a change in motion.
- Identify how weathering changes landforms.
- Understand that the human body contains organs that have different functions.
- Recognize that diseases are caused by organisms.

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Nature of Science and Engineering:</b>	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	4 / 6
<b>Physical Science:</b>	May include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, friction, pushes, pulls) affect the speed and direction of objects.	2 / 3
<b>Earth and Space Science:</b>	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	6 / 9
<b>Life Science:</b>	May include identifying and understanding the functions of organs in the respiratory, circulatory, and digestive systems (e.g., lungs, heart, stomach) and understanding that some organisms cause diseases in humans.	6 / 9
<b>TOTAL:</b>		<b>18 / 27</b>

\* State averages for the areas and total are 3.8, 1.4, 4.9, 7.6, and 17.7 respectively.



# Minnesota Test of Academic Skills (MTAS-III) Reading, Mathematics, and Science

School District  
P.O. Box 1234  
123 First St  
City Name, MN 12345

Optional Parent or Guardian Name  
To the Parent or Guardian of Firstname M. Lastname  
Optional Address Line 1  
Optional Address Line 2  
Optional Address Line 3

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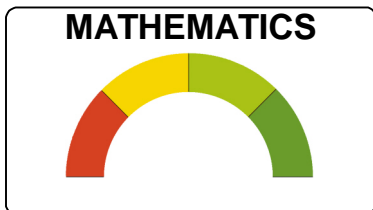
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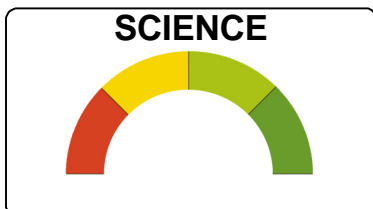


Firstname's score shows performance **above** grade 8 alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

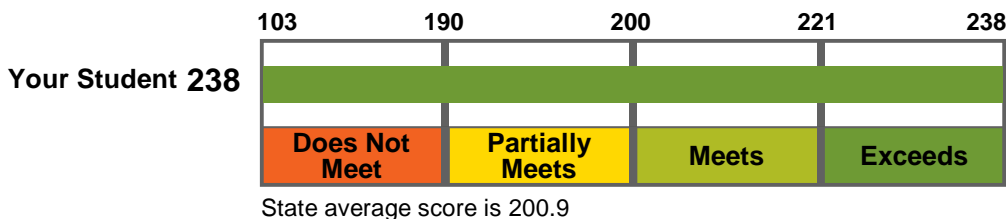


**No Test Data Available**



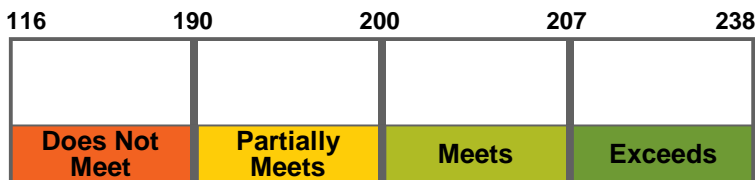
Firstname tested in the wrong grade

**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**



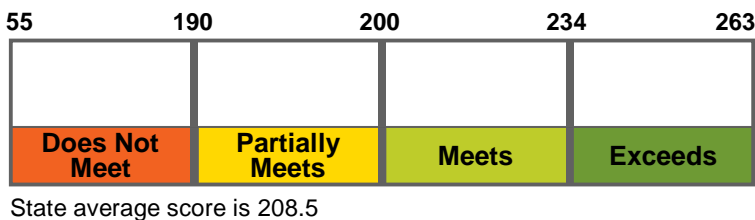
**Performance Level Description:**  
Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading.

**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**No Test Data Available**

**SCIENCE: FIRSTNAME'S OVERALL MTAS-III RESULTS**



Test records indicate the student was tested at the wrong grade for this subject at the school. Please contact your student's school for further information.

## Performance within Subjects

### Minnesota Test of Academic Skills (MTAS) Scoring Rubric

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### READING: PERFORMANCE DETAILS

#### Firstname's score Exceeds the Reading Alternate Achievement Standards

Students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

**Key Ideas and Details:** Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a literal interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

**Craft and Structure:** Determine literal meanings of new words or multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
	Read closely to determine what the text says explicitly and make inferences.	6 / 6
	Determine the main idea in a text; summarize key supporting details and ideas.	6 / 6
	Describe how individuals, events, and ideas develop over the course of a text.	12 / 12
	Interpret words and phrases as they are used in text, including multiple-meaning words.	3 / 3
	There were three reading passages included in the assessment. Your student had <ul style="list-style-type: none"> <li>• 0 passage(s) read aloud by the test administrator,</li> <li>• read 2 passage(s) along with the test administrator, and</li> <li>• read 1 passage(s) independently.</li> </ul>	<b>TOTAL:</b> 27 / 27

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## MATHEMATICS: PERFORMANCE DETAILS

No Test Data Available

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
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<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	No Test Data Available
<b>Geometry and Measurement:</b>	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.	No Test Data Available
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	No Test Data Available
<b>TOTAL:</b>		No Test Data Available



## SCIENCE: PERFORMANCE DETAILS

No Test Data Available

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Nature of Science and Engineering:</b>	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	No Test Data Available
<b>Physical Science:</b>	May include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, friction, pushes, pulls) affect the speed and direction of objects.	No Test Data Available
<b>Earth and Space Science:</b>	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	No Test Data Available
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<b>TOTAL:</b>		No Test Data Available

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School District  
P.O. Box 1234  
123 First St  
City Name, MN 12345

Optional Parent or Guardian Name  
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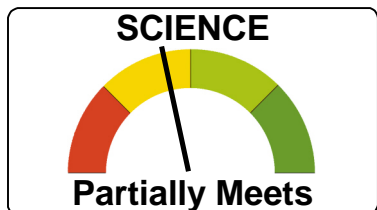
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**ALTERNATE ACHIEVEMENT STANDARDS**

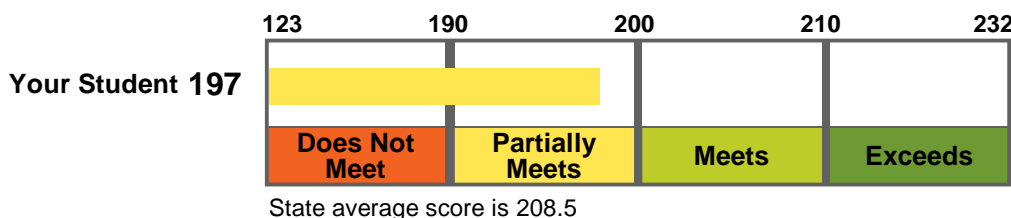


Firstname's score shows performance **slightly below** high school alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level



**SCIENCE: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**Performance Level Description:**  
Given frequent verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science.



**SCIENCE PERFORMANCE DETAILS**

**Minnesota Test of Academic Skills (MTAS) Scoring Rubric**

The MTAS consists of nine performance tasks. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = **3 points**
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- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**

**Firstname's score Partially Meets the Science Alternate Achievement Standards**

Students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science. Given frequent verbal, visual, and/or tactile supports which provide extra context about the task to be completed, the students may demonstrate the ability to:

- Identify a scientific hypothesis.
- Understand that data can be useful in sharing findings from an experiment.
- Know that animals obtain energy by eating food.
- Identify the mouth as a structure used for eating food.
- Understand that animals may be introduced to an ecosystem.
- Match parent organisms to their offspring.
- Recognize that human activity can have a positive or negative effect on the environment.

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Nature of Science and Engineering:</b>	May include identifying a hypothesis and understanding how it guides a scientific investigation, identifying data collection and a conclusion in a scientific experiment, and understanding that scientific experiments can produce different results.	2 / 3
<b>Life Science:</b>	May include understanding that animals and plants use different structures to obtain energy (e.g., mouths for animals, leaves for plants), recognizing the factors that can affect an organism's survival (e.g., the ability to find food and water), identifying inherited traits, and identifying the risks and benefits of humans on the environment.	15 / 24
<b>TOTAL:</b>		<b>17 / 27</b>

\* State averages for the areas and total are 1.8, 14.7, and 16.5 respectively.

School District  
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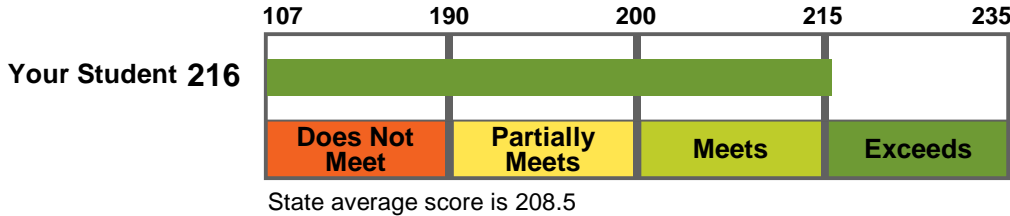
**ALTERNATE ACHIEVEMENT STANDARDS**



Firstname's score shows performance **above** grade 10 alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**Performance Level Description:**  
Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading.

**READING PERFORMANCE DETAILS**

**Minnesota Test of Academic Skills (MTAS) Scoring Rubric**

The MTAS consists of nine performance tasks. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = **3 points**
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**Firstname's score Exceeds the Reading Alternate Achievement Standards**

Students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

**Key Ideas and Details:** Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a reasonable interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

**Craft and Structure:** Determine literal meanings of new and multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
	Read closely to determine what the text says explicitly and make inferences.	6 / 6
	Determine the main idea in a text; summarize key supporting details and ideas.	6 / 6
	Describe how individuals, events, and ideas develop and/or interact over the course of a text.	10 / 12
	Interpret words and phrases as they are used in text, including multiple-meaning words.	3 / 3
There were three reading passages included in the assessment. Your student had <ul style="list-style-type: none"> <li>• 0 passage(s) read aloud by the test administrator,</li> <li>• read 2 passage(s) along with the test administrator, and</li> <li>• read 1 passage(s) independently.</li> </ul>		<b>TOTAL: 25 / 27</b>

\* State averages for the areas and total are 4.8, 2.4, 8.9, 2.6, and 18.7 respectively.



# Minnesota Test of Academic Skills (MTAS-III) Reading

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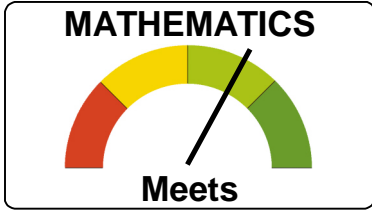
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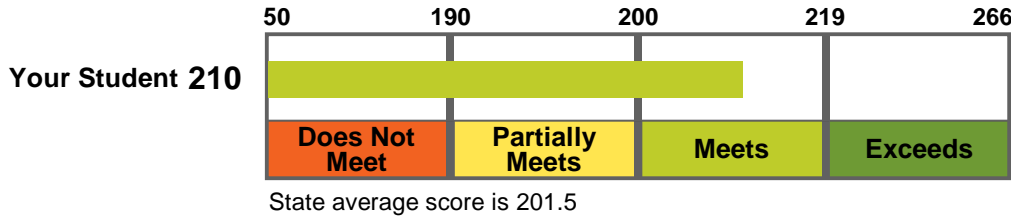


Firstname's score shows performance that **meets** grade 11 alternate achievement standards

MTAS scores are used in district planning and should be used in discussions with other data at the classroom level



**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**



**Performance Level Description:**  
With the occasional use of supports, students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics.



**MATHEMATICS PERFORMANCE DETAILS**

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**Firstname's score Meets the Mathematics Alternate Achievement Standards**

Students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. With the occasional use of supports, the students may demonstrate the ability to:

- Algebra:** Distinguishes between a function and other relations; identifies the domain of a function when provided real-world context; identifies the graph of a function based on a function table.
- Geometry and Measurement:** Calculates area of a two-dimensional figure; identifies 30-60-90 and 45-45-90 triangles; identifies graphic representations of reflections and translations on a coordinate grid; identifies the slope of a line that is parallel to another line.
- Data Analysis and Probability:** Finds the median and range in a sequentially ordered data set; names the two variables that determine data points on a scatterplot; applies probability concepts to real-world situations; expresses simple probability of an event as a fraction.

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Algebra:</b>	Understand the concept of functions and recognize, represent, and solve linear functions.	10 / 12
<b>Geometry and Measurement:</b>	Know and apply properties of geometric figures to solve real-world and mathematical problems.	6 / 9
<b>Data Analysis and Probability:</b>	Display and analyze data to identify trends and describe relationships; calculate and apply probability concepts to solve real-world and mathematical problems.	5 / 6
<b>TOTAL:</b>		<b>21 / 27</b>

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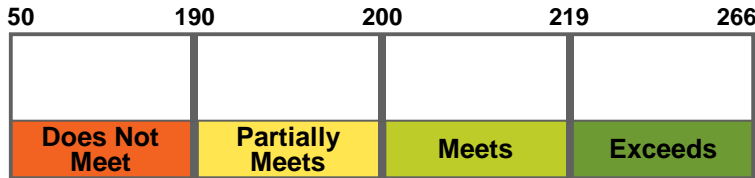
**ALTERNATE ACHIEVEMENT STANDARDS**

**MATHEMATICS**

Firstname was absent during the test



**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**



State average score is 201.5

The student was absent during the testing window for this subject. Please contact your student's school for further information.



**MATHEMATICS PERFORMANCE DETAILS**

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**No Test Data Available**

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Algebra:</b>	Understand the concept of functions and recognize, represent, and solve linear functions.	No Test Data Available
<b>Geometry and Measurement:</b>	Know and apply properties of geometric figures to solve real-world and mathematical problems.	No Test Data Available
<b>Data Analysis and Probability:</b>	Display and analyze data to identify trends and describe relationships; calculate and apply probability concepts to solve real-world and mathematical problems.	No Test Data Available
<b>TOTAL:</b>		No Test Data Available

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