

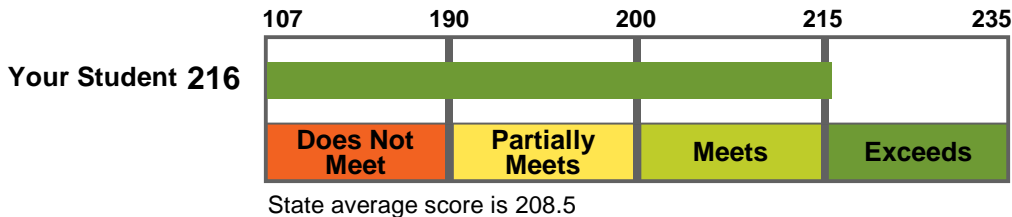
These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2018.



ALTERNATE ACHIEVEMENT STANDARDS

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

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**
- 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**

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"> • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently. 		TOTAL: 25 / 27

* State averages for the areas and total are 4.8, 2.4, 6.9, 7.6, and 21.7 respectively.

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What are the state average scores?

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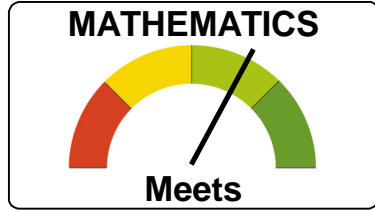
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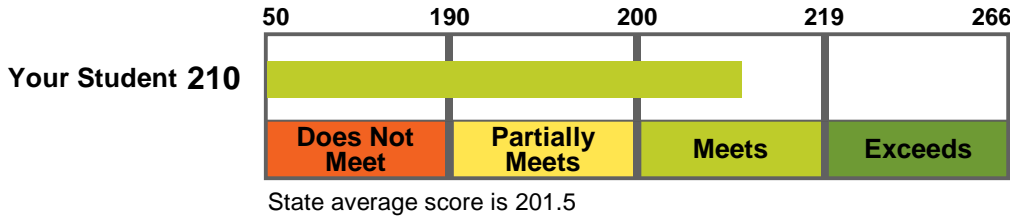


ALTERNATE ACHIEVEMENT STANDARDS

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



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

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**
- 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**

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

* State averages for the areas and total are 2.4, 6.9, 7.6, and 15.3 respectively.

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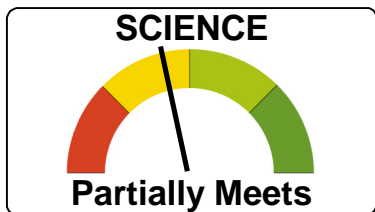
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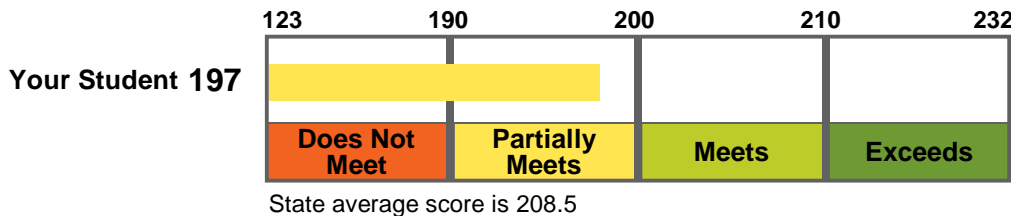


ALTERNATE ACHIEVEMENT STANDARDS

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



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

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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
Nature of Science and Engineering:	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
Life Science:	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
TOTAL:		17 / 27

* State averages for the areas and total are 2.8, 21.7, and 16.5 respectively.

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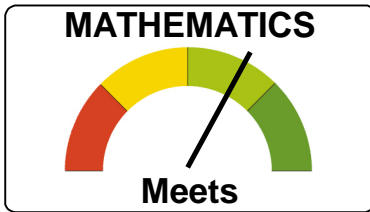
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ALTERNATE ACHIEVEMENT STANDARDS

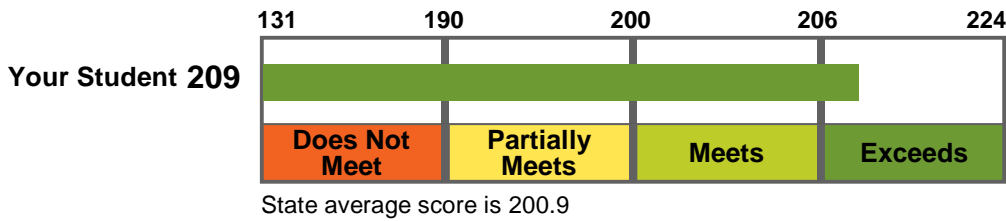


Firstname's score shows performance **above** grade 7 alternate achievement standards



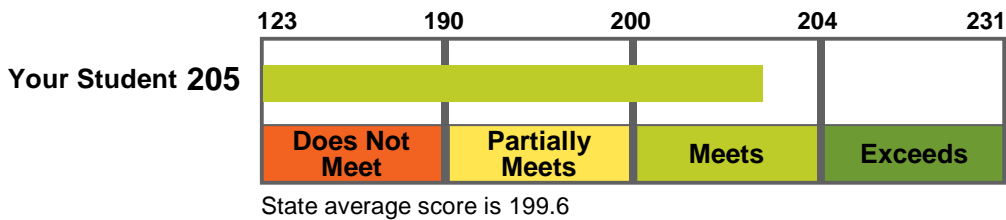
Firstname's score shows performance that **meets** grade 7 alternate achievement standards

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.

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.

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- 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; 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; and make logical inferences, predictions, and generalizations based on a reading passage.

Craft and Structure: Determine literal meanings of new and/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.	5 / 6
	Describe how individuals, events, and ideas develop over the course of a text.	11 / 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"> • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently. 	TOTAL: 25 / 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:

- 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
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	9 / 12
Geometry and Measurement:	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
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
TOTAL:		20 / 27

* State averages for the areas and total are 4.8, 7.2, 2.1, 3.9, and 18.7 respectively.

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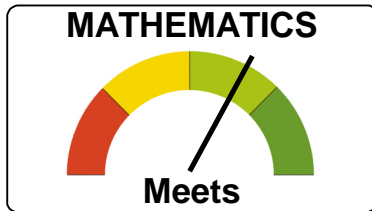
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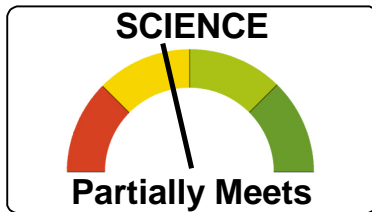
ALTERNATE ACHIEVEMENT STANDARDS



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

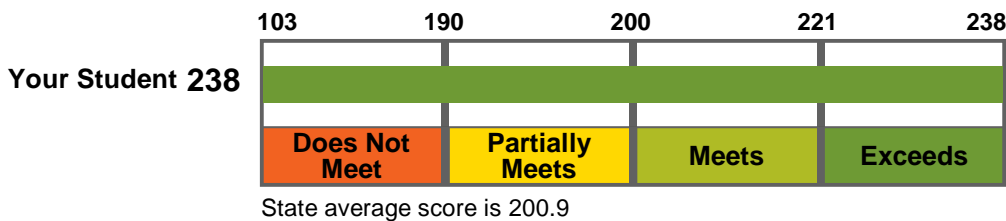


Firstname's score shows performance that **meets** grade 8 alternate achievement standards



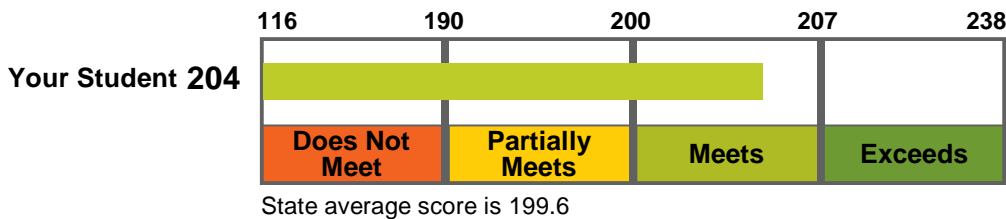
Firstname's score shows performance **slightly below** grade 8 alternate achievement standards

READING: FIRSTNAME'S OVERALL MTAS-III RESULTS



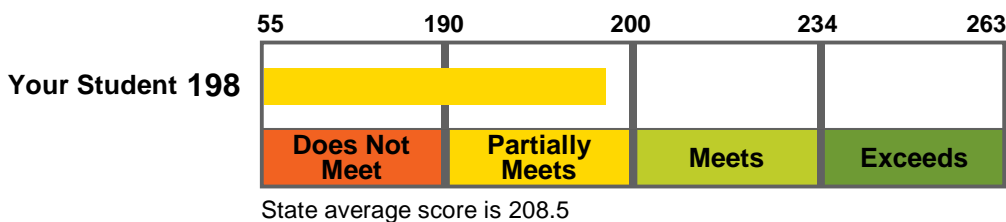
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MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS



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

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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
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* 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
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	7 / 12
Geometry and Measurement:	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
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
TOTAL:		18 / 27

* State averages for the areas and total are 4.8, 7.2, 2.1, 3.9, and 18.7 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
Nature of Science and Engineering:	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	4 / 6
Physical Science:	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
Earth and Space Science:	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	6 / 9
Life Science:	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
TOTAL:		18 / 27

* State averages for the areas and total are 4.8, 2.4, 6.9, 7.6, and 21.7 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

What is this report about?

It provides your student's results on the Minnesota Assessments taken in the spring of 2018 to measure student performance on the Alternate Achievement Standards of the Minnesota Academic Standards and includes your student's overall score and performance level in each subject tested. Students whose scores fall into the Meets the Standards or Exceeds the Standards performance levels are considered 'Proficient' for accountability purposes.

Who takes these assessments and why?

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What are the state average scores?

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What are the assessment results in this report used for?

The results are used for many purposes. The state uses them for school accountability. Schools and teachers use them to evaluate and improve instruction. You can use them to track and understand your student's academic progress.

Where can I find more information?

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How can I get this report in a translated language or an alternative format?

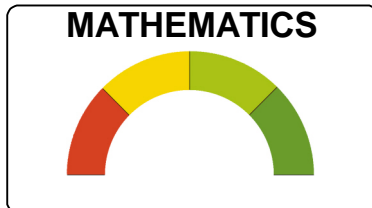
Upon request, this Individual Student Report can be made available in a translated language or an alternative format, such as large print, Braille, or audio file. To make a request, contact Statewide Testing at mde.testing@state.mn.us, 651-582-8472, 651-582-8874 (fax). TTY users may call the Minnesota Relay Service at 711.

These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2018.

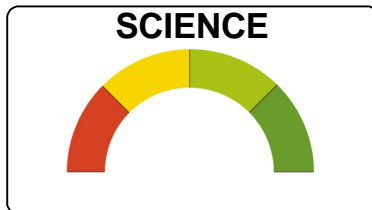
ALTERNATE ACHIEVEMENT STANDARDS



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

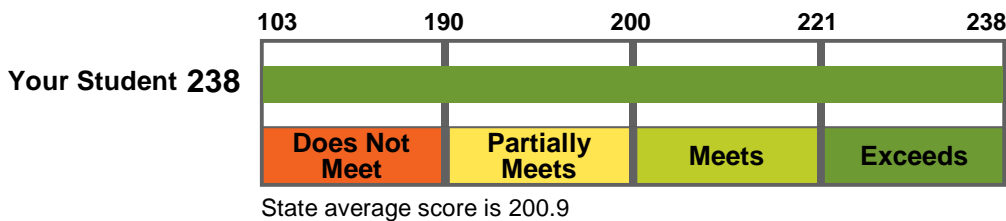


No Test Data Available



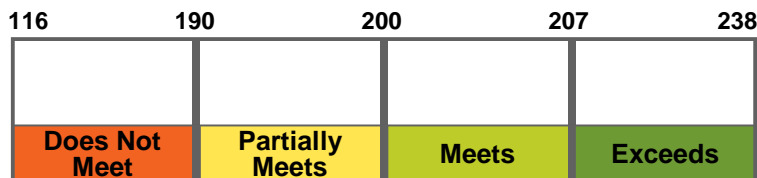
Firstname's test was invalidated

READING: FIRSTNAME'S OVERALL MTAS-III RESULTS



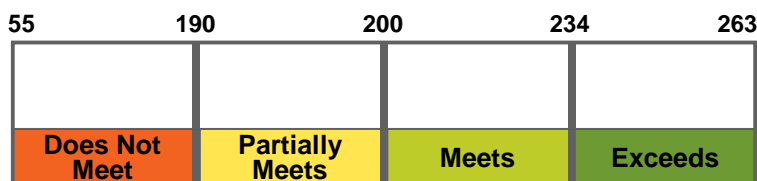
Performance Level Description:
Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading.

MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS



No Test Data Available

SCIENCE: FIRSTNAME'S OVERALL MTAS-III RESULTS



No score is available. The student's test was invalidated by the school due to action by the student. Please contact your student's school for further information.

State average score is 208.5

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"> • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently. 	TOTAL: 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

No Test Data Available

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	No Test Data Available
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	No Test Data Available
Geometry and Measurement:	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
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	No Test Data Available
TOTAL:		No Test Data Available



SCIENCE: PERFORMANCE DETAILS

No Test Data Available

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Nature of Science and Engineering:	May include knowing and selecting the proper tools for scientific investigations and understanding their purpose.	No Test Data Available
Physical Science:	May include identifying and giving examples of the states of matter and understanding the role temperature plays when matter changes from solid to liquid to gas.	No Test Data Available
Earth and Space Science:	May include understanding how reducing, reusing, and recycling can help address the environmental problem of solid waste and identifying how the components of the water cycle work together.	No Test Data Available
Life Science:	May include sorting and classifying common plants and animals based on their physical characteristics and understanding how personal hygiene is important to maintaining human health.	No Test Data Available
TOTAL:		No Test Data Available

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