

Dear Parent,

This document is designed to assist you in interpreting your student's Individual Student Profile report that provides you quarterly Galileo Benchmark results. The Individual Development Profile will provide you the Arizona Academic Standards (e.g., S1C1) and specifically the Essential Performance Objectives (e.g., M07-S1C1-02) on the right hand side of the report. This information will help you determine the skills that are being taught and assessed each quarter.

The Individual Development Profile also displays the Performance Levels reached by Performance Objective on the Benchmark Assessment on the left hand side. The District has chosen similar performance descriptors as the AIMS test so that students and parents become familiar with this type of reporting.

The following scale is used to determine your child's performance on each quarterly assessment:

<u>Performance Level</u>	<u>Percentage Correct</u>
Exceeds Standards	93-100
Meets Standards	80-92
Approaching Standards	60-79
Below Standards	40-59
Fall Far Below Standards	0-39

These score ranges are based on the decision to assess each performance objective with five items in order to determine the accuracy of the data (also known as reliability and validity). You'll notice that we developed a mid-range performance level (Below Standard) to help further identify/differentiate student performance below Meets Standards (passing). These data should be used to help assist students with any necessary remediation, reteaching or enrichment identified based on the benchmarks results. Parents are encouraged to communicate with teachers about ways in which they can assist the school in building upon your student's successes.

The screenshot shows the Adobe Reader interface displaying a PDF document titled "IndividualProfileMain[2].pdf". The document content is organized into sections, each with a performance level on the left and a corresponding standard description on the right. The sections are:

- S1C1 UNDERSTAND AND APPLY NUMBERS, WAYS OF REPRESENTING NUMBERS, THE RELATIONSHIPS AMONG NUMBERS AND DIFFERENT NUMBER SYSTEMS**
 - Exceeds Standard: M07-S1C1-02. Identify the greatest common factor for a set of whole numbers.
 - Meets Standard: M07-S1C1-03. Determine the least common multiple for a set of whole numbers.
- S1C2 UNDERSTAND AND APPLY NUMERICAL OPERATIONS AND THEIR RELATIONSHIP TO ONE ANOTHER**
 - Approaching Standard: M07-S1C2-04. Solve word problems using grade level appropriate operations and numbers.
- S2C1 UNDERSTAND AND APPLY DATA COLLECTION, ORGANIZATION AND REPRESENTATION TO ANALYZE AND SORT DATA**
 - Meets Standard: M07-S2C1-01. Formulate questions to collect data in contextual situations.
 - Exceeds Standard: M07-S2C1-04. Interpret data displays including histograms, stem-and-leaf plots, circle graphs and double line graphs.
- S3C1 IDENTIFY PATTERNS AND APPLY PATTERN RECOGNITION TO REASON MATHEMATICALLY**
 - Approaching Standard: M07-S3C1-01. Communicate a grade level appropriate recursive pattern, using symbols or numbers.
- S3C3 REPRESENT AND ANALYZE MATHEMATICAL SITUATIONS AND STRUCTURES USING ALGEBRAIC REPRESENTATIONS**
 - Approaching Standard: M07-S3C3-01. Evaluate an expression containing two variables by substituting integers for the variable. (e.g., $7x + m$, when $x = -4$ and