

Dear Parent/Guardian of Molly,

This report summarizes Molly's performance on the New York State Testing Program Mathematics Assessment, administered in the spring of 2025. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Molly knows and can do. The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Molly's official transcript or permanent student record.**

TRANSLATIONS



[https://www.nysed.gov/
state-assessment/
grades-3-8-ela-and-
mathematics-score-report-
and-understanding-report-
samples](https://www.nysed.gov/state-assessment/grades-3-8-ela-and-mathematics-score-report-and-understanding-report-samples)

MOLLY'S
SCORE

THIS YEAR

470

LEVEL 3

LAST YEAR

LEVEL 2

PERFORMANCE LEVELS

521

483

450

432

384

MEETS STATE STANDARD

DOES NOT MEET STATE STANDARD

SCORE:
470

LEVEL 4

Students performing at this level excel in standards for their grade.

LEVEL 3

Students performing at this level are proficient in standards for their grade.

LEVEL 2

Students performing at this level are partially proficient in standards for their grade.

LEVEL 1

Students performing at this level are well below proficient in standards for their grade.

MOLLY MEETS THE STATE STANDARD

To see descriptions of what these students know and can do, go to:

[www.nysed.gov/state-assessment/next-generation-grades-3-8-
learning-standards-performance-level-descriptions](https://www.nysed.gov/state-assessment/next-generation-grades-3-8-learning-standards-performance-level-descriptions)

SUPPORTING MOLLY'S SUCCESS



Contact Molly's teacher and ask which skills are the most challenging for Molly.



Ask your school how you will receive regular reports on Molly's progress.



If appropriate, seek student support services such as counseling or school guidance to help Molly be most successful.

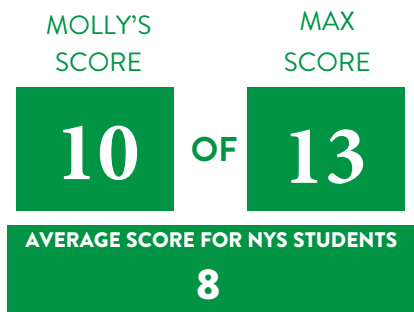


Review classwork and homework with Molly to see how Molly's skills are progressing.

For more information about this test, the New York State standards, and how you can help Molly, go to: [https://
www.nysed.gov/state-assessment/grades-3-8-ela-and-mathematics-tests](https://www.nysed.gov/state-assessment/grades-3-8-ela-and-mathematics-tests)



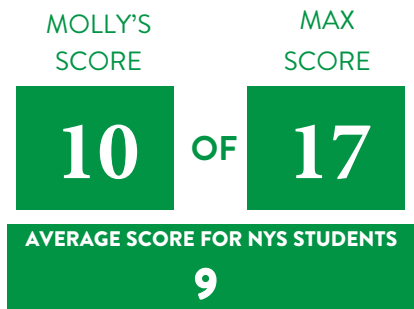
The New York State Learning Standards for Mathematics describe what Molly should know and be able to do at each grade level. This section shows the number of credits earned by Molly on the questions that measure the key math concepts of the standards at this grade level.



NUMBER AND OPERATIONS IN BASE TEN

In this section, students were asked to:

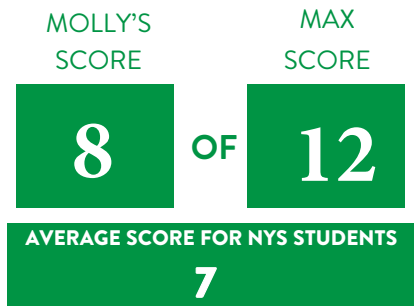
- understand the place value system; read, write, and compare two decimals to the thousandths; use place value understanding to round decimals to any place
- perform addition, subtraction, multiplication, and division with multi-digit whole numbers and with decimals to hundredths.



NUMBER AND OPERATIONS - FRACTIONS

In this section, students were asked to:

- use equivalent fractions as a strategy to add and subtract fractions with unlike denominators, including mixed numbers;
- multiply and divide fractions; multiply fractions by a whole number or a fraction in solving real-world problems.



MEASUREMENT AND DATA

In this section, students were asked to:

- recognize volume as an attribute of solid figures and understand concepts of volume measurement;
- relate volume to the operations of multiplication and addition;
- solve real-world and mathematical problems involving volume.

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation, in accordance with the specifications in the IEP/504 Plan.

HOW MOLLY'S SCORE COMPARES

