

ReadiStep™ Skills Insight™

Student & Parent Edition

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Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

Academic Skills

- Use context clues when selecting missing vocabulary in a simple sentence

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Look at the ideas in the sentences before and after the sentence with the unknown word. Do the ideas in those sentences give a hint about what the unknown word might mean?

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep™ assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Reasoning and Inference

Use of reasoning and critical thinking to extend or elaborate on a text. Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.

Academic Skills

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Organization and Ideas

Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

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Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

Academic Skills

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Determining the Meaning of Words

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Academic Skills

- Use context clues and connect ideas within a sentence when selecting missing vocabulary at the sentence level

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Look the word up in a dictionary and see what it does mean. Then practice using the word in an original sentence. What are some synonyms for the word?
- When reading a text, pick out a simple or complex sentence. Break the sentence into parts and think about how those parts work together. Think about the relationship between different parts of the same sentence.
- When reading a text, pick out a sentence with a comma or colon and think about how the punctuation affects the meaning of the sentence. How does the punctuation connect or separate parts of the sentence?
- When reading a text, look for sentences that contain the words *after*, *because*, or *since*. Think about how these words can set up relationships in a sentence. For example, the word *because* might set up a cause-and-effect relationship.

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

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Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

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Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

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Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

Academic Skills

- Use context clues and the structure of the sentence when selecting missing vocabulary in a simple or complex sentence
- Determine the meaning of words in a sentence with vocabulary that may be unfamiliar
- Recognize that punctuation can affect the meaning of a sentence (e.g., when a colon signals a list or example)
- Recognize a relationship (such as cause-and-effect) in a sentence that is signaled by a word such as *after* or *because*

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Is a definition of the word given in the sentence? Does the word contain a familiar root word, prefix or suffix?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.
- When finding a difficult word when reading, look it up in the dictionary and practice using it in a sentence. Try to think of synonyms for that word. When reading a text about an unfamiliar topic, look for specialized vocabulary—words that are used within a particular career or field of study.
- When reading a text, pick out a sentence with a comma, semicolon or colon and think about how the punctuation affects the meaning of the sentence. How does punctuation connect or separate different parts of a sentence?
- When reading, look for sentences that contain the words *after* or *since*. Think about how these words can set up relationships in a sentence. For example, the word *since* might set up a cause-and-effect relationship.

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep™ assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), choose a paragraph or short section of text. Try to identify the author's purpose in that section of text. For example, does the author want to inform or to persuade the reader?
- When reading, look for examples of rhetorical devices—writing techniques authors use to cause readers to react in certain ways. For example, look for and identify the use of personal experience, anecdote or repetition. Think about how these devices create different effects.
- When reading, look for literary devices—writing techniques used specifically in literature and storytelling. For example, look for and identify examples of simile, metaphor or personification. Think about how authors use these devices to create certain effects or convey meaning.

Reasoning and Inference

Use of reasoning and critical thinking to extend or elaborate on a text. Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep™ assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), think about the information given in that text. How can that information be added to or extended? Can the information in the text be connected to a real-life situation, to another familiar text, or to another subject of study?
- When reading a text, think about things the author implies—that is, what the author suggests but does not directly say. For example, does information in the text hint at the author's opinion about a topic even if he or she does not state an opinion?

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Organization and Ideas

Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

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Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), try to identify the main idea of the entire text. Then break the text into shorter sections and try to identify the main idea of each section. For example, what is the main idea of the first or last paragraph in a newspaper article?
- When reading, pay attention to how examples support ideas. When an author makes a statement in a text, try to identify all of the examples he or she uses to support that statement.
- When reading a text, think about how the text is organized (text structure). How does the author organize his or her ideas? For example, does he or she present a problem and a solution, compare and contrast ideas, or include information in order of importance? How does the organization help readers understand the information and the text overall?
- After reading one text or two texts about the same or related topics, think about how you can connect the information in the text or texts. Does information in one paragraph help explain another part of the text? Does information in one text explain something in another text?
- After reading a text, pick one sentence or paragraph and paraphrase it, or restate it. Then pick several paragraphs and try summarizing the information in those paragraphs.

Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadStep™ assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.

Suggestions for Improvement

- Read a short story or novel, and then try to identify the narrative point of view (for example, first person or third person).
- When reading a short story, novel or play, pay attention to setting (location and time). How does the setting influence the story?
- When reading a short story, novel or play, pick out a character and think about what is known about that character. What does that character think or say? How does he or she act, and why? How does that character interact with other characters?

Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

Academic Skills

- Use context clues and the structure of the sentence when selecting missing vocabulary in a complex sentence
- Select missing vocabulary at the sentence level when a definition is embedded in the sentence
- Understand that punctuation can affect the meaning of a sentence (e.g., when a colon signals an example)
- Demonstrate a growing understanding of difficult and specialized vocabulary
- Use knowledge of root words, prefixes and suffixes when selecting missing vocabulary at the sentence level
- Use the context of a sentence or short section of text to clarify the meaning of an unfamiliar or unknown word or a word
 - with multiple meanings or uses
- Recognize a relationship (such as cause-and-effect) in a sentence that is signaled by a word such as *since*

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the rest of the sentence. Do the other words or phrases in the sentence give clues about what the unknown word might mean? Think about how the structure of the sentence (the way the parts of the sentence are put together) affects the meaning of the sentence.
- When finding a difficult word when reading, see if that word contains a familiar root word. Does the word have a prefix or suffix that helps indicate the word's meaning?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

- Recognize an author's purpose in a short section of text
- Recognize rhetorical devices (such as personal experience) and their effects
- Recognize an author's purpose for using a literary device (such as simile)

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), pay attention to how the author uses specific words and phrases to create certain effects. For example, does the author use a certain word for emphasis?
- When reading, look for examples of rhetorical devices—writing techniques authors use to cause readers to react in certain ways. For example, look for and identify stylistic uses of punctuation, or the use of repetition or understatement. Think about how these devices create different effects.
- When reading a text, try to identify the author's rhetorical purpose—the author's intent and purpose for writing. For example, does the author want to inform, persuade or entertain the reader?
- When reading a text, try to identify the author's tone—the author's attitude toward his or her subject. For example, does the author seem to be matter-of-fact, amused, angry or concerned?

Reasoning and Inference

Use of reasoning and critical thinking to extend or elaborate on a text. Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.

Academic Skills

- Use reasoning to extend information that is given in a text
- Make an inference by putting together information within a section of text

Suggestions for Improvement

- When reading a section of a text (such as a short story, novel, play or newspaper article), think about things the author implies—that is, what the author suggests but does not directly say. For example, does information in part of a text hint that the author believes something to be true? Consider the things the author suggests but does not say throughout the whole text. Does information throughout the text indicate something about the author or about the topic that is not directly addressed in the text?
- After reading a text, think about any conclusions that can be drawn. For example, what additional information, arguments or examples could the author have included in the text? Consider how the author likely would respond to someone who disagrees with his or her opinion or argument.

Organization and Ideas

Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

- Recognize the main idea of a short section of text within a longer text
- Recognize the main idea of a text
- Recognize that examples support an idea in a text
- Recognize how ideas are organized in a text
- Connect information and ideas within a section of text or across short texts
- Recognize a summary of the ideas in a section of text
- Recognize a paraphrase of an idea in a text

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), try to identify the main idea of that text. Then break the text into shorter sections, and try to identify the main idea of each section. For example, what is the main idea of one paragraph, or even one sentence?
- When reading a text, think about how the text is organized. How does the author arrange his or her ideas? Break the text into shorter sections and try to identify the function of each part of the text. For example, does one paragraph support the author's main idea or argument? Does another paragraph acknowledge an opposing point of view?
- When reading a text, think about how the information and concepts in that text can be connected. Does information in one part of the text help explain a concept in another part of the text?
- When reading, pay attention to how examples and evidence support ideas. When an author makes an argument in a text, try to identify all of the evidence he or she uses to support and strengthen that argument.

(continued)

Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

Academic Skills

- Understand elements of setting and point of view
- Determine characterization from such things as a character's thoughts, actions and interactions with other characters

Suggestions for Improvement

- When reading a short story, novel or play, try to identify different elements of the plot. What is the primary conflict in the plot? Where does the climax, or high point, occur? What is the resolution?
- When reading a short story, novel or play, pay attention to how the author create characters. Pick a character and describe his or her voice (how he or she speaks or thinks). Think about how that character feels and acts, and why.
- Read a short story or novel, and then try to identify the narrative point of view (for example, first person or third person). Is the narrative point of view the same throughout the text, or does it ever change? If it does change, why?

Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

Academic Skills

- Use context clues and understanding of sentence structure when selecting missing vocabulary in simple and complex sentences
- Demonstrate increased comprehension of difficult vocabulary
- Use the context of a sentence or short section of text to clarify the meaning of a word or to determine the meaning of a word that is unfamiliar or unknown

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), pick out several sentences in a paragraph. Think about how the ideas within one sentence are put together, and then think about how the ideas in each sentence are connected to each other. How do the ideas within one sentence fit together, and how do the ideas across several sentences fit together?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

- Determine the function and effects of words and phrases in a section of text
- Understand the effects of rhetorical devices (such as the stylistic use of punctuation)
- Understand an author's rhetorical purpose in a section of text
- Recognize the author's attitude toward the subject of the text (author's tone)

Suggestions for Improvement

- When reading a text (such as a short story, novel, play or newspaper article), look for examples of figurative language—language that has a meaning beyond the ordinary, literal meaning of words. For example, look for the use of personification, simile or analogy. Think about how the author uses figurative language to convey meaning.
- When reading a text, try to identify the author's rhetorical strategy—the way an author chooses to achieve his or her rhetorical purpose (e.g., to entertain, inform or persuade). Think about how the author chooses to approach his or her topic. For example, does the author rely on evidence or simply state opinions?

Reasoning and Inference

Use of reasoning and critical thinking to extend or elaborate on a text. Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.

Academic Skills

- Make an inference based on information within a section of text
- Make an inference based on multiple pieces of information throughout a text
- Use reasoning to draw a conclusion based on information given in a text

Suggestions for Improvement

- After reading two texts by different authors about the same topic or similar topics, think about how the ideas in each text are related. Compare and contrast the texts' main ideas. Think about conclusions that can be drawn from the texts. For example, how would the author of one text respond to the author of the other text?

Organization and Ideas

Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

- Identify the main idea of a short section of a longer text
- Identify the main idea of an entire text
- Determine the function of a section of text by considering the organization of the entire text
- Compare concepts within a section of text
- Connect information and ideas within a text
- Recognize the use of evidence to support an idea in a text

Suggestions for Improvement

- When reading a text, think about how the text is organized. How does the author arrange his or her ideas? Break the text into shorter sections and try to identify the function of each part of the text. For example, does one paragraph support the author's main idea or argument? Does another paragraph acknowledge an opposing point of view? Does the author use punctuation (such as a colon) to emphasize certain ideas, or to set certain information apart from the rest of the text?

Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

Academic Skills

- Recognize elements of plot, such as conflict between characters
- Recognize elements of characterization, such as voice or perspective
- Recognize narrative perspective in a section of text

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

Academic Skills

- Understand how words and ideas are related within and across sentences
- Use the context of a sentence or section of text to clarify the meaning of unknown words or to select the appropriate meaning of a word that has multiple meanings

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Author's Craft

Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.

Academic Skills

- Recognize elements of figurative language (such as personification and simile) in a text
- Recognize an author's rhetorical strategy in a text

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Reasoning and Inference

Use of reasoning and critical thinking to extend or elaborate on a text. Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.

Academic Skills

- Use steps of reasoning to compare ideas within and across texts

Suggestions for Improvement

- This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Organization and Ideas

Understanding of ideas and recognition of a text's organization. Student understands, connects, and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.

Academic Skills

- Recognize elements of organization in a text (such as the use of punctuation to emphasize or set apart information)

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Understanding Literary Elements

Use of knowledge of literary elements. Student uses understanding of setting, plot, characterization, theme and narrative perspective when analyzing a literary text.

Academic Skills

- This particular skill group is not represented in this score band. However, it is an important academic skill tested on the ReadiStep assessment. We encourage students to review the skills in other score bands, where this particular skill group does appear.

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize inappropriate verb forms
- Recognize that elements related to time influence verb forms in a sentence

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

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Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that any pronouns agree in number with the nouns that they refer to.
- When reading, pay attention to how the tense of one verb can dictate the tense of another. When writing, be sure to use consistent verb tense.
- When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, be sure to make subjects agree with their verbs.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize the need for a subject that can be logically modified by an introductory phrase or clause

Suggestions for Improvement

- When reading, focus on sentences that contain superlatives (e.g., “most,” “best”) in order to see how they are used to describe people, things and ideas. When writing, check to see that appropriate superlative structures are used to compare people, things and ideas.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- When reading, notice how writers use various parallel structures to express ideas. When writing, be sure to use properly formed parallel structures.

Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- When reading, pay attention to the parts of speech and how they agree in wellformed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in wellformed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

(continued)

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this group.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize inappropriate pronoun usage (e.g., a singular pronoun is used to refer to a plural noun)
- Recognize an inappropriate shift in verb tense
- Recognize subject-verb disagreement

Suggestions for Improvement

- When reading, choose a paragraph and examine the logical relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns refer specifically and logically to nouns.
- When reading, focus on specific paragraphs that contain pronouns in order to see how writers use pronoun case appropriately. When writing, check to see that any pronouns are in the proper case.
- When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns agree in number with the nouns that they refer to.
- When reading, pay attention to how sentence elements related to time (e.g., dates, times and even other verb forms in the sentence) determine the appropriate verb form.
- When writing, pay attention to subject-verb agreement, even when the verb comes before the subject.
- When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, pay attention to subject-verb agreement, even when the verb comes before the subject.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Understand the function of superlatives (e.g., “most,” “best”)

Suggestions for Improvement

- When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, check to see that adjectives and adverbs are used appropriately.
- When reading, pay attention to how writers logically compare people, things and ideas. When writing, be sure to compare similar things in a logical way.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize simple parallel structures

Suggestions for Improvement

- When reading, notice how writers use various parallel structures to express ideas. When writing, use properly formed parallel structures.
- When reading, choose a paragraph and examine how writers use subjects and main verbs to construct complete sentences. When writing, make sure that your sentences include both a subject and a main verb.
- When reading, notice how writers use appropriate punctuation to join related independent clauses. When writing, use appropriate punctuation to join related independent clauses.

Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- Recognize correctly formed sentences

Suggestions for Improvement

- When reading, pay attention to the parts of speech and how they agree in wellformed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in wellformed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

(continued)

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- When reading, develop an awareness of how writers achieve coherence within and among paragraphs by connecting ideas logically to each other. When writing, learn to add, delete or rearrange material in order to achieve coherence.
- When reading, choose a paragraph and examine how writers use subordination and coordination to construct compound or complex sentences that clearly express the relationships among ideas within a sentence. When writing, use sentence variety, employing both subordination and coordination to construct compound and complex sentences.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize illogical pronoun reference (e.g., the pronoun “it” is used to refer to a person)
- Recognize incorrect pronoun case
- Recognize inappropriate pronoun usage (e.g., a singular pronoun is used to refer to a plural noun)
- Recognize an inappropriate shift in verb tense
- Recognize that elements related to time influence verb forms in a sentence
- Recognize subject-verb disagreement
- Recognize subject-verb disagreement when the verb comes before the subject

Suggestions for Improvement

- When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns refer specifically to nouns.
- When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, pay attention to subject-verb agreement even when a word, phrase or clause comes between the subject and the verb.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Understand the function of adjectives and adverbs
- Understand illogical comparisons (e.g., “the skeleton of whales” is compared to “what it is with other mammals”)

Suggestions for Improvement

- When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, use adjectives and adverbs appropriately.
- When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize sophisticated parallel structures
- Recognize sentence fragments
- Recognize a comma splice

Suggestions for Improvement

- When reading, notice how writers use various parallel structures to express ideas. When writing, use properly formed parallel structures.
- When reading, notice how writers use appropriate punctuation to join related independent clauses. When writing, use appropriate punctuation to join related independent clauses.

Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- Recognize correctly formed sentences

Suggestions for Improvement

- When reading, pay attention to the parts of speech and how they agree in well-formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well-formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- Recognize the need to delete material in order to improve coherence
- Recognize effective sentence-combining techniques

Suggestions for Improvement

- When reading, develop an awareness of how writers achieve coherence within and among paragraphs by connecting ideas logically to each other. When writing, learn to add, delete or rearrange material in order to achieve coherence.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize vague pronoun usage (pronoun has no clear or specific referent)
- Recognize subject-verb disagreement when information comes between the subject and the verb

Suggestions for Improvement

- When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns agree in number with the nouns that they refer to.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Understand the function of adjectives and adverbs
- Recognize the need for a subject that can be logically modified by an introductory phrase or clause

Suggestions for Improvement

- When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.
- When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, use adjectives and adverbs appropriately.
- When reading, choose a paragraph and examine how writers use subjects and main verbs to construct complete sentences. When writing, make sure that your sentences include both a subject and a main verb.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize parallel structures
- Understand the function of semicolons
- Recognize a comma splice
- Recognize correctly formed sentences

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- Recognize correctly formed sentences

Suggestions for Improvement

- When reading, pay attention to the parts of speech and how they agree in well-formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well-formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- Recognize the need to delete material in order to improve coherence

Suggestions for Improvement

- Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.

Manage Word Choice and Grammatical Relationships Between Words

Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize inappropriate pronoun usage (e.g., a singular pronoun is used to refer to a plural noun)

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Manage Grammatical Structures Used to Modify or Compare

Student manages modifiers and objects (e.g., adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that modifier-object references are clear and logical, and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- Recognize the need for a subject that can be logically modified by an introductory phrase or clause
- Understand the function of adjectives and adverbs

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Manage Phrases and Clauses in a Sentence

Student uses well-formed sentence structures (e.g., subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verbs (e.g., infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structured in a sentence in order to communicate ideas clearly and concisely.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Recognize Correctly Formed Sentences

Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.

Academic Skills

- Recognize correctly formed sentences

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Manage Order and Relationships of Sentences and Paragraphs

Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraph or paragraphs in an essay.

Academic Skills

- This particular skill group is not represented in this score band. However, it is an important academic skill tested on the ReadiStep assessment. We encourage students to review the skills in other score bands, where this particular skill group does appear.

Suggestions for Improvement

- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Number and Operations score bands.

Suggestions for Improvement

- Practice arithmetic problems using the order of operations
- Practice solving problems that involve proportions

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Algebra and Functions score bands.

Suggestions for Improvement

- Practice evaluating linear expressions by substituting a number for a variable

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Geometry and Measurement score bands.

Suggestions for Improvement

- Practice solving problems that involve side lengths or area measures

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Data, Statistics, and Probability score bands.

Suggestions for Improvement

- Practice posing and solving problems that involve the average (arithmetic mean) of a numerical data set

Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.

Suggestions for Improvement

- Practice identifying the unknowns in a problem situation
- Practice solving problems that involve conversions and scale factors

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Representation score bands.

Suggestions for Improvement

- Practice working with unit rates
- Practice posing and solving problems with unit rates

(continued)

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.

Suggestions for Improvement

- Practice solving problems that involve scale drawings and maps

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Connections score bands.

Suggestions for Improvement

- Practice using numbers and variables to represent a given problem situation

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Communication score bands.

Suggestions for Improvement

- Practice using the vocabulary listed in the 4.0–4.9 score band in solving problems

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Number and Operations score bands.

Suggestions for Improvement

- Practice arithmetic problems that require making computation decisions based on following the order of operations
- Practice solving problems that involve ratio, proportion, and scale

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Algebra and Functions score bands.

Suggestions for Improvement

- Practice evaluating and simplifying linear expressions after substituting a number for a variable

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Geometry and Measurement score bands.

Suggestions for Improvement

- Practice solving problems that involve both side lengths and area measures (for example, finding the length of a rectangle given the area and the width)

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Data, Statistics, and Probability score bands.

Suggestions for Improvement

- Practice posing and solving problems that involve the average (arithmetic mean) and median of a numerical data set

Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.

Suggestions for Improvement

- Practice identifying the unknowns in a problem situation and using that information to determine what would answer the question asked
- Practice setting up problems from a verbal description
- Practice posing and solving problems that involve conversions and scale factors

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Representation score bands.

Suggestions for Improvement

- Practice converting between unit rates and ratios
- Practice posing and solving problems with unit rates and problems that are solved using proportions

(continued)

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.

Suggestions for Improvement

- Practice solving problems that involve scale drawings and maps, when no drawing or map is shown

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Connections score bands.

Suggestions for Improvement

- Practice using numbers, variables, and operations to represent a problem situation, including information presented in a written description or a geometric figure

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Communication score bands.

Suggestions for Improvement

- Practice using the vocabulary listed for the 4.0–4.9 score band in posing and solving problems

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- Create and use proportions and ratios in solving one-step problems
- Compute fluently in situations that involve arithmetic of whole numbers and apply the order of operations

Suggestions for Improvement

- Practice finding the prime factorization of whole numbers, and finding the common factors of two or more whole numbers
- Practice arithmetic problems using fractions and decimals, including simplifying fractions
- Practice working problems that involve estimating and rounding numbers
- Practice finding positive rational number values on a number line
- Practice setting up and solving problems that involve ratio, proportion, and rate

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- Evaluate a linear expression using whole number substitution

Suggestions for Improvement

- Practice evaluating linear equations to find or verify a solution

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- Find the length of one side of a rectangle given the length of the perpendicular side and the area of the rectangle
- Work with both linear and area measurements in a single problem

Suggestions for Improvement

- Practice solving problems that involve properties of plane figures (for example, finding the distance between the centers of two circles that meet at a single point)
- Practice setting up and solving problems that involve the sum of the measures of angles of a triangle (for example, finding the measure of an angle given the measures of the other angles)
- Practice posing and solving problems that involve reflection of a geometric figure across a line
- Practice solving problems that involve ratios and proportions of sides of similar figures

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- Apply the definitions of average and median

Suggestions for Improvement

- Practice interpreting pictographs
- Practice solving problems that involve finding a missing value from a set of data given the arithmetic mean of the data set
- Practice finding the probability of a single event

Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- Interpret and solve conversion problems that involve scale factors
- Set up and solve one-step problems from a written description

Suggestions for Improvement

- Practice problem solving and develop efficient ways to organize “guess and check” problem solving strategies
- Practice posing and solving problems where one must decide which information is relevant and which is irrelevant

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- Use scale factors and equivalent ratios to represent and solve proportion problems

Suggestions for Improvement

- Practice extracting and organizing data presented in a table or diagram
- Practice visualizing geometric figures
- Practice converting between fractions and decimals
- Practice translating between verbal descriptions, tables, equations/inequalities, graphs, and charts

(continued)

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- Use one-step proportional reasoning to make conjectures in situations that involve scale factors (e.g., reason about a real-world distance in a city from information given about a map of the city)

Suggestions for Improvement

- Practice identifying the collection of values that satisfy an inequality or a collection of inequalities

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- Use variables as place holders in an arithmetic context (e.g., if $b=2a-1$ and $a=4$, identify the value of b)
- Use arithmetic to solve real-world problems that involve distance, area, and counts

Suggestions for Improvement

- Practice using ideas from algebra—particularly how to represent relationships among values using variables—to solve geometric, data, probability, and number property problems

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- Use the following notation and terms:
 - area
 - rectangle
 - length
 - width
 - average, median, greatest (max), least (min)
 - mathematically appropriate uses of the = sign

Suggestions for Improvement

- Practice using the vocabulary listed for this score band and the next in posing and solving problems

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- Apply proportions, rates, and ratios in solving multistep problems
- Compute fluently in situations that involve arithmetic of positive decimal numbers
- Simplify fractions
- Interpret and solve problems using a number line
- Estimate values from a graph or other visual representation
- Use the prime factorization of two natural numbers to find their greatest common factor
- Apply counting rules in an organized way
- Round decimal numbers to a specified place value

Suggestions for Improvement

- Practice finding the common factors and common multiples of three or more numbers
- Practice arithmetic problems using both fractions and decimals
- Practice ordering and comparing both fractions and decimals by simplifying fractions and using place value
- Practice using the laws of exponents for whole numbers
- Practice solving problems that involve using multiplication with inequalities
- Practice posing and solving problems where either an estimated value or an exact value is an acceptable answer
- Practice finding the absolute values of numerical expressions
- Practice setting up and solving problems that involve ratio, proportion, rate, and percent

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- Evaluate integers as possible solutions to linear equations and inequalities
- Recognize and use letters to determine unknown values (e.g., given that a rectangle has an area of 12 square inches, length of 3 inches, and width x inches, what is the value of x ?)
- Use a two-step linear pattern to solve a real-world problem (e.g., given a starting point and rate of change in a real-world context, determine the value of the given relationship at the fifth step)

Suggestions for Improvement

- Practice evaluating linear equations and inequalities that involve absolute values to find or verify a solution
- Practice simplifying an equation using the value of one variable in an equation to find the value of a second variable
- Keep in mind that a variable without a negative sign can represent negative values as well as positive values
- Practice problems that involve sequences of numbers that increase by a regular step

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- Apply the definition of radius (e.g., radius is the distance from the center of a circle to any point on the circle)
- Find the measure of an angle using the angle-sum property for triangles
- Locate and give the resulting transformed coordinate(s) of a figure produced after a reflection across the y -axis
- Determine a proportional relationship among the measures of corresponding sides of similar right triangles

Suggestions for Improvement

- Practice solving problems that involve nets of cubes
- Practice posing and solving problems that involve scale factors
- Practice solving problems that involve the measures of angles formed by a transversal intersecting a pair of parallel lines
- Practice solving problems that involve the perimeters and areas of geometric figures
- Practice identifying and keeping track of appropriate units when finding and recording measurements of lengths, areas, and volumes

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- Read, interpret, and extract information from pictographs and their legends
- Find a missing data value given the mean of a data set and all but one data value
- Find the probability of an event in a single trial

Suggestions for Improvement

- Practice posing and solving problems that involve interpreting or extracting information from data displays such as histograms, line plots, and circle graphs
- Practice solving problems that involve probabilities from 0 to 1 inclusive (e.g., problems where events are impossible and have a probability of 0, or are possible and have a probability greater than 0, or where events are certain and have probability of 1)

(continued)

Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- Extract and use information from a table, graph, or diagram during problem solving
- Extract and use information from a written description during problem solving
- Apply “guess and check” as a strategy to solve problems
- Identify whether given information is relevant to solving a problem

Suggestions for Improvement

- Practice identifying and extracting information from written descriptions and graphical displays in multistep problems
- Practice using the constraints given in a problem to eliminate some possible solutions
- Practice posing and solving problems in which the solutions require appropriate rounding

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- Identify equivalent representations of rational numbers
- Work with geometric representations of 2D figures including representations in the coordinate plane (e.g., identify the coordinates of a point in the coordinate plane; visualize or sketch relationships that involve circles, triangles, rectangles)
- Represent inequalities on a number line
- Translate written descriptions into numeric expressions, equations, and inequalities
- Identify an appropriate symbolic representation for a tabular representation of a linear relationship

Suggestions for Improvement

- Practice extracting information from geometric figures and representing the information as an equation or expression
- Practice converting among fractions, ratios, proportions, and percents
- Practice posing and solving problems with 2D and 3D geometric objects and their representations

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- Make and test conjectures about inequalities (e.g., given that $x+4>0.5$, identify several values of x that satisfy the given inequality)
- Use multistep proportional reasoning to make conjectures in situations that involve regrouping

Suggestions for Improvement

- Understand what the word “not” represents in context
- Practice reasoning about situations where an example provides evidence and where a counterexample disproves a statement
- Recognize when substitution of a number into an absolute value inequality provides information about all the solutions of the inequality

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- Use variables in a geometric context (e.g., work with unknown angle measurements such as x°)
- Use arithmetic to solve real-world problems involving bar graphs and simple probabilities
- Connect a pictograph icon to a numerical rate

Suggestions for Improvement

- Practice coordinating ideas from algebra and data to ratios, proportions, and percents (e.g., determining percent of a percent or translating information from a pie graph into appropriate units of measurement)

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- Use the following notation and terms:
 - radius
 - center of circle
 - circle as points equidistant from the center
 - angle-sum property of a triangle, angles, right triangles
 - distance on a number line
 - mean (average)
 - reflection, axis, coordinates
 - greatest common factor, distinguish between a factor and a multiple
 - selected at random
 - event
 - outcome
 - probability
 - cannot
 - similar figures
 - place value, round to the nearest tenth
 - ordered pair, solution to the equation
 - $<$, $>$

Suggestions for Improvement

- Practice using the vocabulary listed for this score band and the next in posing and solving problems

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- Identify and apply proportions, rates, ratios, percents, and scale factors in solving multistep problems
- Compute fluently in situations that involve both positive fractions and mixed numbers
- Apply the laws of exponents in multiplication of fractions with exponents (e.g., $4^5/7^2 \times 4/7 = 4^6/7^3$)
- Compare and order fractions (e.g., by comparing equivalent fractions with common denominators)
- Recognize that the absolute value of an integer is the distance from zero on a number line
- Determine the absolute value of a numeric expression (e.g., find $|-12+7|$)
- Recognize when to estimate and when to compute exactly
- Recognize and apply common multiples and divisibility rules in multistep problems
- Employ systematic counting approaches (including organized lists and Venn diagrams) to solve problems in abstract settings
- Compare and order fractions and decimals (e.g., by relative position on a number line, by identifying whether a decimal value expressed to the hundredths place is larger or smaller than a given fraction)

Suggestions for Improvement

- Practice posing and solving problems where a negative value is an acceptable answer
- Practice solving problems that involve square roots and perfect squares
- Practice solving problems that involve primes
- Practice setting up and solving multistep problems that involve ratios, proportions, and percents

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- Apply the order of operations to expressions that involve two variables
- Work with properties of a variable, without knowing its value (e.g., given that x is an integer and $5x + 8$ is even, recognize that x is even)
- Apply the rule for an arithmetic sequence to find a term in the sequence

Suggestions for Improvement

- Practice identifying the algebraic relationship between two variables from a written description or a tabular display

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- Apply properties of measurement along a straight line (e.g., distances are additive)
- Find the measure of an angle formed by a transversal intersecting parallel lines
- Apply the planar net of a cube to identify relationships between opposite faces
- Find the perimeter and area of composite geometric figures (e.g., find the area of a figure made up of rectangles and triangles)
- Recognize the appropriate units for linear, area, and volume measures
- Determine and apply a proportional relationship among the measures of corresponding sides of similar triangles

Suggestions for Improvement

- Practice solving problems that involve the Pythagorean theorem
- Practice posing and solving problems that involve both reflecting and translating a geometric figure
- Practice visualizing 3D figures given a verbal description
- Practice solving problems that involve proportions or scale and the relationship between lengths, areas, and volumes
- Practice solving problems that involve the volume of rectangular solids and other 3D figures

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- Read, interpret, and extract information from graphical summaries (e.g., histograms, line plots, and circle graphs)
- Identify that the probability of an impossible event is zero

Suggestions for Improvement

- Practice solving problems that involve the interpretation of tables of data

(continued)

Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- Extract and coordinate information from a graphical representation during multistep problem solving
- Extract and coordinate information from a written description during multistep problem solving
- Use constraints in a problem situation to reduce the number of possibilities examined to find a solution
- Make appropriate rounding decisions in real-world contexts

Suggestions for Improvement

- Practice identifying, organizing, and recording information when solving multistep problems
- Practice posing and solving problems that involve composite geometric figures

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- Translate between graphical and numerical representations for fractions, percents, decimals, ratios, and proportions (e.g., translate information from a geometric figure illustrating a proportion to a numeric ratio to solve a problem that involves areas)
- Visualize 3D objects from 2D representations (e.g., planar net for a cube)

Suggestions for Improvement

- Practice converting between representations of linear equations and patterns (for example, matching an equation to a relationship represented in a two-column table of values)
- Practice using multiple representations for inequalities
- Practice visualizing and creating 2D and 3D geometric representations

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- Make and test conjectures about an absolute value expression that involves an inequality to determine the truth of the inequality
- Apply and reason with multiple conditions (e.g., in determining unknown lengths or when working with Venn diagrams)
- Recognize when a single case is or is not sufficient to draw a conclusion
- Apply the meaning of, and the logical negation of, quantitative constraints (e.g., “at least one” and “exactly two”)

Suggestions for Improvement

- Practice reasoning through problems that simultaneously require the use of at least three of the skills listed in the previous score bands

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- Use arithmetic operations with algebraic expressions (e.g., recognize that the expression $6x+5+2x$ is equivalent to $x+7x+5$)
- Use unit rates to solve real-world problems that involve prices
- Connect “percent of” and multiplication by percent written as a fraction or decimal
- Connect the overlap in a Venn diagram and logical meaning of “and”
- Connect percents to ratio or proportion (e.g., in working with a pie chart or circle graph)

Suggestions for Improvement

- Practice solving problems involving right triangles and the Pythagorean theorem
- Recognize and use the inverse relationship between the operation of squaring and the square root
- Practice translating between verbal descriptions and geometric drawings or formulas

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- Use the following notation and terms:
 - round to the nearest hundredth
 - or, and, must, not (logical negation) in context
 - at least, no more than, exactly [one], more (e.g., 3 or more), fewer
 - nets
 - arrange[ments]
 - parallel
 - divisible by, multiple of
 - sequence, term
 - circle graph, line plot
 - absolute value
 - line segment (and notation)
 - translation (of a figure)
 - equivalent
 - properties and definition of exponents
 - perimeter, pi (symbol), circumference
 - closest to
 - \leq , \geq
 - rate
 - Venn diagram, sets

Suggestions for Improvement

- Practice using the vocabulary listed for this score band and the next in posing and solving problems

Number and Operations

Students can understand numbers, number systems, and operations. They can do arithmetic word problems, including those involving percent, ratio, and proportion. They know properties of integers and elementary number theory. They can compute fluently with rational numbers expressed in fraction and in decimal form. They can solve problems involving sets and sequences of numbers.

Academic Skills

- Compute fluently with proportions and percents
- Recognize when to count points and when to find distance on a number line
- Recognize the inverse relationship between square roots and square numbers and use this to find whole number approximations of a square root

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Algebra and Functions

Students can understand, write, and simplify linear algebraic expressions. They can solve linear equations and inequalities. They can use mathematical models to represent and understand quantitative relationships. They can work with absolute value expressions involving a variable.

Academic Skills

- Algebra and Functions is an important area of academic skill tested on the ReadStep assessment. We encourage students to review the skills in other score bands.

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Geometry and Measurement

Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures.

Academic Skills

- Apply the Pythagorean theorem to solve measurement problems (e.g., find the length of the hypotenuse given the lengths of the two legs in a right triangle)
- Locate and give the resulting transformed coordinate(s) of a figure produced after a reflection followed by a translation
- Visualize a rectangular solid from a verbal description
- Find the volume of a rectangular solid from a verbal description in a real-world context (e.g., given the lengths of the sides of a rectangular container, determine the volume of fluid needed to fill the container halfway)
- Determine and apply a proportional relationship between the areas of similar figures

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Data, Statistics, and Probability

Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems.

Academic Skills

- Read, interpret, and extract information from a table to solve a multistep problem

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

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Problem Solving

Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.

Academic Skills

- Coordinate, extend, and record information about geometric properties and measurements from a written description
- Identify and develop relevant information for problem solving in complex problem situations

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Representation

Students can create and use representations to organize, record, and communicate mathematical ideas. They can select, apply, and translate among mathematical representations, including verbal, numerical, symbolic, and graphical, to solve problems.

Academic Skills

- Synthesize numerical information across different representations in a problem situation (e.g., part of the information in a problem is presented in tabular form and part is presented in written description)
- Visualize or sketch 2D and 3D geometric representations
- Translate among equivalent representations of linear inequalities (tabular, verbal, symbolic, and graphical)
- Translate among equivalent representations of linear relationships (e.g., tabular, symbolic; including forms other than the slope-intercept form)

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Reasoning

Students can make and investigate mathematical conjectures, and can develop and evaluate mathematical arguments. They can use what they know and build a logical progression of statements to explore the truth of their conjectures. They can break things down into cases and can recognize and use counterexamples to justify their conclusions.

Academic Skills

- Reasoning is an important academic skill tested on the ReadStep assessment. We encourage students to review the skills in other score bands.

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Connections

Students can recognize and use connections among different areas in mathematics. They can understand how mathematical ideas interconnect and build on one another to produce a coherent whole. They can also recognize and apply mathematics in applied contexts.

Academic Skills

- Use information from figures or tabular displays to solve real-world problems by combining arithmetic and algebra, or arithmetic and geometry
- Connect square roots and square numbers

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.

Communication

Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.

Academic Skills

- Use the following notation and terms:
 - legs (of a right triangle)
 - equilateral triangle
 - hexagon
 - volume (and formula)
 - inclusive
 - even
 - symbolically represent the relationship between two variables

Suggestions for Improvement

- This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills listed in the 5.0–5.9 and 6.0–6.9 score bands.