Examinee Information

Name: Tommy J. Testcase
ID Number: 
Birth Date: 12/26/1999
Age: 7:8
Sex: Male
Current Grade: 3
School: Central Elementary

Classification/Diagnosis
None

Test Information

Test Date: 09/04/2007
Form: A
Norms: Grade
Examiner Name: Chris Sample
Examiner ID:

Reason for Assessment

Other Information

The KeyMath–3 Diagnostic Assessment measures the essential mathematical abilities of individuals aged 4½ through 21 years. Results contained herein are confidential and should be viewed only by those with proper authorization. This computer-generated report should not be the sole basis for making important decisions related to diagnosis or qualification for program eligibility.

Scores and narrative text are based on normative data from the KeyMath–3 Diagnostic Assessment.
Norms Used: Grade

<table>
<thead>
<tr>
<th>Subtest / Area</th>
<th>Raw Score</th>
<th>Scale Score</th>
<th>Standard Score</th>
<th>Confidence Interval</th>
<th>Percentile Rank</th>
<th>Grade Equivalent</th>
<th>Age Equivalent</th>
<th>Descriptive Category</th>
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<tr>
<td>Basic Concepts</td>
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Note: Subtest confidence level = 68%. Area and total test confidence level = 90%. Scale score mean = 10 (SD = 3). Standard score mean = 100 (SD = 15). N/A = scale score not available.

Area Comparisons
Grade Norms

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<th>Standard Score Difference</th>
<th>Significance Level</th>
<th>Frequency of Occurrence</th>
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<td>19</td>
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Note: NS = nonsignificant
### Score Profile

**Tommy J. Testcase**

**ID#:**

**Age:** 7:8  
**Grade:** 3  
**Test Date:** 09/04/2007

#### Percentile Rank

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<table>
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<th><strong>Basic Concepts</strong></th>
<th><strong>Standard Score</strong></th>
<th><strong>74</strong></th>
<th><strong>90% Conf. Interval</strong></th>
<th><strong>67-81</strong></th>
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<tr>
<td><strong>Operations</strong></td>
<td><strong>Standard Score</strong></td>
<td><strong>96</strong></td>
<td><strong>90% Conf. Interval</strong></td>
<td><strong>88-104</strong></td>
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<tr>
<td><strong>Applications</strong></td>
<td><strong>Standard Score</strong></td>
<td><strong>77</strong></td>
<td><strong>90% Conf. Interval</strong></td>
<td><strong>70-84</strong></td>
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<tr>
<td><strong>Total Test Composite</strong></td>
<td><strong>Standard Score</strong></td>
<td><strong>80</strong></td>
<td><strong>90% Conf. Interval</strong></td>
<td><strong>75-85</strong></td>
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#### Subtest Scale Score

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<th><strong>Scale Score</strong></th>
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<td><strong>Data Analysis and Probability</strong></td>
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<td><strong>Mental Computation and Estimation</strong></td>
<td><strong>Standard Score</strong></td>
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<td><strong>Addition and Subtraction</strong></td>
<td><strong>Standard Score</strong></td>
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<td><strong>Multiplication and Division</strong></td>
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<tr>
<td><strong>Foundations of Problem Solving</strong></td>
<td><strong>Standard Score</strong></td>
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<tr>
<td><strong>Applied Problem Solving</strong></td>
<td><strong>Standard Score</strong></td>
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Report printed for: Pearson Assessments  
Report generated by KeyMath-3 ASSIST version 1.2  
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The KeyMath–3 Diagnostic Assessment (KeyMath–3 DA) is a comprehensive, individually administered measure of essential mathematical concepts and skills. It includes 10 subtests that represent three general areas: Basic Concepts (conceptual knowledge), Operations (computational skills), and Applications (problem solving). KeyMath–3 DA content covers the full spectrum of math concepts and skills from early experiences with rote and rational counting through factoring polynomials and solving linear equations and can be used with individuals aged 4½ through 21 years who are functioning at these instructional levels.

The KeyMath–3 DA provides several types of derived scores that are useful for interpreting performance and for communicating results to parents and practitioners. Scale scores (mean = 10; SD = 3), confidence intervals, grade and age equivalents, and descriptive categories are used to describe subtest performance. Standard scores (mean = 100; SD = 15), confidence intervals, grade and age equivalents, percentile ranks, and descriptive categories are used to describe area and Total Test performance.

Chris Sample administered Form A of the KeyMath–3 DA to Tommy on 09/04/2007. Tommy was 7 years 8 months old at the time of testing. This narrative report describes Tommy's math proficiency in relation to a representative national sample of students of the same grade.

During the testing session, Tommy's confidence was observed to be Good, his attention was Good, his conscientiousness was Good, and his effort was Excellent.

Tommy's KeyMath–3 DA scores are presented below. Scores correspond to his performance with respect to the areas and subtests administered. Where an area or Total Test standard score is provided, its corresponding 90% confidence interval is presented in parentheses. Where a subtest scale score is provided, its corresponding 68% confidence interval is presented in parentheses.

**Total Test Performance**

Tommy's Total Test standard score of 80 (75-85) summarizes his overall math proficiency. This score is considered Below Average and corresponds to a percentile rank of 9, which indicates that Tommy's Total Test standard score is higher than 9% of the same-grade population in the norm sample.

**Area Performance**

Tommy's performance in each of the KeyMath–3 DA areas—Basic Concepts, Operations, and Applications—administered was compared with that of his same-grade peers in the norm sample. The results are presented below.

**Basic Concepts**

This area addresses an individual's conceptual understanding with five content strands that correspond to the five content standards presented in the National Council of Teachers of Mathematics Principles and Standards for Mathematics. It includes the following KeyMath–3 DA subtests: Numeration, Algebra, Geometry, Measurement, and Data Analysis and Probability. Tommy's Basic Concepts standard score is 74 (67-81), which corresponds to a percentile rank of 4 and a grade equivalent of 1.4. His performance on this area is considered Below Average for his grade. Tommy's performance on each of the five Basic Concepts subtests is described in the Subtest Performance section of this report (below).
Operations
This area addresses an individual's written and mental computation skills with respect to addition, subtraction, multiplication, and division of whole and rational numbers (including variables). It includes the following KeyMath–3 DA subtests: Mental Computation and Estimation, Addition and Subtraction, and Multiplication and Division. Tommy's Operations standard score is 96 (88-104), which corresponds to a percentile rank of 39 and a grade equivalent of 3.0. His performance on this area is considered Average for his grade. Tommy's performance on each of the three Operations subtests is described in the Subtest Performance section of this report (below).

Applications
This area addresses an individual's ability to identify the key elements of math problems and the operations and strategies necessary to solve problems as well as an individual's ability to apply this knowledge to solve story problems. It includes the following KeyMath–3 DA subtests: Foundations of Problem Solving and Applied Problem Solving. Tommy's Applications standard score is 77 (70-84), which corresponds to a percentile rank of 6 and a grade equivalent of 1.6. His performance on this area is considered Below Average for his grade. Tommy's performance on each of the two Applications subtests is described in the Subtest Performance section of this report (below).

Subtest Performance

Numeration
The Numeration subtest measures an individual's understanding of whole and rational numbers. It covers topics such as identifying, representing, comparing, and rounding one-, two-, and three-digit numbers as well as fractions, decimal values, and percentages. It also covers advanced numeration concepts such as exponents, scientific notation, and square roots. Tommy's Numeration scale score is 6, which corresponds to a grade equivalent of 1.6. His performance on this subtest is considered Below Average for his grade.

Algebra
The Algebra subtest measures an individual's understanding of pre-algebraic and algebraic concepts. It covers topics such as sorting, classifying, and ordering by a variety of attributes; recognizing and describing patterns and functions; working with number sentences, operational properties, variables, expressions, equations, proportions, and functions; and representing mathematical relationships. Tommy's Algebra scale score is 7, which corresponds to a grade equivalent of 2.2. His performance on this subtest is considered Below Average for his grade.

Geometry
The Geometry subtest measures an individual's ability to analyze, describe, compare, and classify two- and three-dimensional shapes. It also covers topics such as spatial relationships and reasoning, coordinates, symmetry, and geometric modeling. Tommy's Geometry scale score is 7, which corresponds to a grade equivalent of 1.5. His performance on this subtest is considered Below Average for his grade.

Measurement
The Measurement subtest measures an individual's ability to compare objects on a variety of attributes and to use nonstandard and standard units to measure those attributes. It also covers topics such as measuring angles, sequencing events, estimating and measuring time, counting and working with money (coins and currency), and measuring angles. Tommy's Measurement scale score is 2, which corresponds to a grade equivalent of \( \leq K.0 \). His performance on this subtest is considered Well-Below Average for his grade.

**Data Analysis and Probability**
The Data Analysis and Probability subtest measures an individual's ability to collect, display, and interpret data as well as his or her understanding of the concepts associated with chance and probability. Tommy's Data Analysis and Probability scale score is 7, which corresponds to a grade equivalent of 1.8. His performance on this subtest is considered Below Average for his grade.

**Mental Computation and Estimation**
The Mental Computation and Estimation subtest measures an individual's ability to mentally compute answers to given math problems using addition, subtraction, multiplication, and division operations. It covers problems involving one-, two-, and three-digit numbers, fractions, decimals, and percentages. Tommy's Mental Computation and Estimation scale score is 9, which corresponds to a grade equivalent of 2.9. His performance on this subtest is considered Average for his grade.

**Addition and Subtraction**
The Addition and Subtraction subtest focuses on written algorithmic procedures and concepts. It measures an individual's ability to add and subtract whole and rational numbers, including two- and three-digit numbers, fractions, mixed numbers, decimal values, and integers. It also measures an individual's ability to solve and/or simplify algebraic expressions involving addition and subtraction. Tommy's Addition and Subtraction scale score is 9, which corresponds to a grade equivalent of 3.0. His performance on this subtest is considered Average for his grade.

**Multiplication and Division**
The Multiplication and Division subtest focuses on written algorithmic procedures and concepts. It measures an individual's ability to multiply and divide (using one- and two-digit multipliers and divisors) whole and rational numbers, including fractions, decimal values, and integers. It also measures an individual's ability to solve and/or simplify algebraic expressions involving multiplication and division. Tommy's Multiplication and Division scale score is 10, which corresponds to a grade equivalent of 3.2. His performance on this subtest is considered Average for his grade.

**Foundations of Problem Solving**
The Foundations of Problem Solving subtest measures an individual's ability to identify the necessary elements, operations, and strategies required to solve math problems. It places emphasis on the individual's ability to explore the procedural elements that facilitate solutions. Tommy's Foundations of Problem Solving scale score is 7, which corresponds to a grade equivalent of 1.8. His performance on this subtest is considered Below Average for his grade.

**Applied Problem Solving**
The Applied Problem Solving subtest measures an individual's ability to interpret problems set in a context and to apply computational skills and conceptual knowledge to produce a solution. Problems address topics included in each of the five KeyMath–3 Basic Concepts subtests. Tommy's Applied Problem Solving scale score is 5, which corresponds to a grade equivalent of 1.2. His performance on this subtest is considered Below Average for his grade.
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Items administered are listed in bold. A dash indicates that no item score was entered. Values in parentheses are consistent with basal and ceiling guidelines and are used to calculate the subtest raw score.

Report printed for: Pearson Assessments
Report generated by KeyMath-3 ASSIST version 1.2
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This report provides an analysis of Tommy's KeyMath–3 DA item scores by presenting Behavioral objectives for items in the functional range and focus items (if applicable) for each subtest administered. It also presents appropriate lessons contained in the KeyMath–3 Essential Resources (KeyMath–3 ER) companion program.

KeyMath–3 DA items are ordered by difficulty, and the best estimate of an examinee's performance on a given subtest is his or her subtest raw score. As such, an examinee's functional range is composed of items that fall near his or her raw score. Items within the functional range measure concepts and skills the examinee is developing. Such items, particularly those the examinee answered incorrectly, indicate where instruction should occur. Items that fall below the functional range represent math content that the examinee likely has mastered, and items that fall above the functional range represent content that he or she likely will find excessively challenging.

The KeyMath–3 DA includes two types of focus items: (a) items to which an examinee responded incorrectly that fall below his or her functional range and (b) items to which an examinee responded correctly that fall above his or her functional range. The first type of focus item may indicate a specific gap in understanding of prerequisite skills and concepts that impact subsequent learning. The second type may indicate an adequate understanding of skills and concepts that fall above the examinee's functional range.

The KeyMath–3 ER presents a comprehensive series of math lessons and practice material. Thus, for each item to which Tommy provided an incorrect response, this report presents an appropriate KeyMath–3 ER lesson number and title that correspond to the item's Behavioral objective. Practitioners who have not purchased the KeyMath–3 ER will not be able to access the lesson content but can use the lesson titles to inform instruction/program development.

In developing an appropriate instructional program, practitioners should pay particular attention to the items to which Tommy provided incorrect responses and attempt to identify the concepts and skills that establish foundation prerequisites for subsequent learning (e.g., place value is a foundation for constructing, comparing, and sequencing two- and three-digit numbers). In addition, practitioners should attempt to identify content patterns among the items Tommy answered correctly. Review activities and/or exercises should be administered as appropriate.
Numeration (Functional Range: items 7-15)

Items Answered Incorrectly

12 Behavioral Objective: The examinee can identify missing numbers in a partial hundreds chart.
   ER Lesson: Level 1, Cluster 5, Lesson 3: Using a Hundreds Chart

13 Behavioral Objective: The examinee can determine the two-digit number depicted by a set of cube stacks
   (representing tens) and individual cubes (representing ones).
   ER Lesson: Level 1, Cluster 5, Lesson 1: Counting by Tens

14 Behavioral Objective: The examinee can determine the missing one-digit number that must be added to a given
   multiple of 10 to equal a given two-digit number in a balance scale depiction.
   ER Lesson: Level 1, Cluster 6, Lesson 2: Comparing Two-Digit Numbers

15 Behavioral Objective: The examinee can select small stacks of cubes that combine to a one-digit total.
   ER Lesson: Level 1, Cluster 3, Lesson 3: Comparing Numbers 0–9

Items Answered Correctly

7 Behavioral Objective: The examinee can name the ordinal position of each object in a row of up to six objects.

8 Behavioral Objective: The examinee can order nonconsecutive numbers (0–35).

9 Behavioral Objective: The examinee can identify which of a set of shapes is separated into halves.

10 Behavioral Objective: The examinee can determine how many more objects are needed to attain 10.

11 Behavioral Objective: The examinee can count by tens up to 100.

Focus Items Below Instructional Range

There are no focus items to report on below the functional level.

Focus Items Above Instructional Range

There are no focus items to report on above the functional level.

Algebra (Functional Range: items 5-11)

Items Answered Incorrectly

8 Behavioral Objective: The examinee can determine the missing addend in an addition sentence that presents the
   sum before the equal sign.
   ER Lesson: Level 1, Cluster 6, Lesson 2: Determining the Missing Value in an Addition or Subtraction Number
   Sentence

10 Behavioral Objective: The examinee can identify expressions involving the addition or subtraction of a one-digit
   unknown.
   ER Lesson: Level 1, Cluster 7, Lesson 1: Exploring Expressions That Involve a Variable
ID#:  Age: 7:8       Grade: 3       Test Date: 09/04/2007

11  Behavioral Objective: The examinee can determine a number that, when added in like amounts, will form a given two-digit sum less than 20.  
    ER Lesson: Level 1, Cluster 7, Lesson 2: Investigating the Value of Expressions

Items Answered Correctly

5  Behavioral Objective: The examinee can determine the missing addend in an addition sentence with a sum not greater than 10.

6  Behavioral Objective: The examinee can determine the addition sentence that is represented by a row of up to nine objects.

7  Behavioral Objective: The examinee can identify two numbers that would subtract to a given one-digit difference and can verbalize the subtraction sentence.

9  Behavioral Objective: The examinee can identify the next element in a geometric pattern displaying stair-step growth.

Focus Items Below Instructional Range

There are no focus items to report on below the functional level.

Focus Items Above Instructional Range

There are no focus items to report on above the functional level.

Geometry (Functional Range: items 8-14)

Items Answered Incorrectly

8  Behavioral Objective: The examinee can select the shape that, when rotated, would fill a gap in another pictured shape.  
    ER Lesson: Level 1, Cluster 4, Lesson 2: Picturing Parts That Make a Whole

12 Behavioral Objective: The examinee can select the shape that, when rotated and flipped, would fill a gap in another pictured shape.  
    ER Lesson: Level 1, Cluster 4, Lesson 4: Investigating Transformations

13 Behavioral Objective: The examinee can use row numbers and positions within a row to identify a particular object in a grid.  
    ER Lesson: Level 1, Cluster 4, Lesson 1: Identifying Points and Paths on a Grid

14 Behavioral Objective: The examinee can identify the shape that does not belong in a given set of shapes and can verbalize why it does not belong.  
    ER Lesson: Level 1, Cluster 2, Lesson 4: Exploring Triangles
Items Answered Correctly

9  Behavioral Objective: The examinee can determine the two shapes that will be formed when a given shape is cut along an indicated line.

10 Behavioral Objective: The examinee can discriminate among designs to identify the copy of a given design.

11 Behavioral Objective: The examinee can identify the resulting view of a simple cube structure if cubes were removed or added.

Focus Items Below Instructional Range

6  Behavioral Objective: The examinee can recognize and apply the terms right and left.
   ER Lesson: Level 1, Cluster 1, Lesson 1: Using On/Off and Inside/Outside

Focus Items Above Instructional Range

18 Behavioral Objective: The examinee can recognize similar and different attributes in a given pair of objects and use this information to identify another pair of objects that have the same similarities and differences.

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Measurement (Functional Range: items 1-1)

Items Answered Incorrectly

There are no incorrect items in the functional range.

Items Answered Correctly

1  Behavioral Objective: The examinee can identify the tallest and shortest members in a given set of objects.

---

Data Analysis and Probability (Functional Range: items 5-12)

Items Answered Incorrectly

5  Behavioral Objective: The examinee can predict whether a given outcome will be certain, possible, or impossible.
   ER Lesson: Level 1, Cluster 4, Lesson 1: Exploring Fair and Unfair Outcomes

7  Behavioral Objective: The examinee can interpret a picture graph to compare the frequency of different elements.
   ER Lesson: Level 1, Cluster 1, Lesson 2: Introducing Picture Graphs
ID#: Age: 7:8 Grade: 3 Test Date: 09/04/2007

9 Behavioral Objective: The examinee can interpret a numbered chart to compare the frequency of different elements that involve one-digit numbers.
   ER Lesson: Level 1, Cluster 2, Lesson 1: Introducing Simple Charts and Tables

10 Behavioral Objective: The examinee can view a set of spinners and identify the spinner most likely to produce a given outcome and the spinner that provides an equal chance for two different given outcomes.
   ER Lesson: Level 1, Cluster 4, Lesson 1: Exploring Fair and Unfair Outcomes

Items Answered Correctly

6 Behavioral Objective: The examinee can identify the set of colored cube stacks that matches a random display of colored objects.

8 Behavioral Objective: The examinee can interpret a tally chart to determine the total frequency of two different elements.

11 Behavioral Objective: The examinee can view a graph (with labels) of children’s responses and identify which question they were asked.

12 Behavioral Objective: The examinee can correctly read and interpret a bar graph involving one-digit numbers.

Focus Items Below Instructional Range

There are no focus items to report on below the functional level.

Focus Items Above Instructional Range

There are no focus items to report on above the functional level.

Mental Computation and Estimation (Functional Range: items 9-15)

Items Answered Incorrectly

10 Behavioral Objective: The examinee can mentally determine the difference when the subtraction of two two-digit numbers that share the same ones digit is presented visually.
   ER Lesson: Level 1, Cluster 2, Lesson 2: Using Strategies to Mentally Compute Two-Digit Differences

12 Behavioral Objective: The examinee can mentally determine the difference when presented a two-digit number and a smaller multiple of 10.
   ER Lesson: Level 1, Cluster 2, Lesson 2: Using Strategies to Mentally Compute Two-Digit Differences

14 Behavioral Objective: The examinee can mentally determine the difference when a multiple of 10 is subtracted from a three-digit number.
   ER Lesson: Level 2, Cluster 3, Lesson 1: Using Strategies to Mentally Add and Subtract
Item and Functional Range Analysis (continued)

Tommy J. Testcase

ID#: Age: 7:8 Grade: 3 Test Date: 09/04/2007

Items Answered Correctly

9  Behavioral Objective: The examinee can mentally add a multiple of 10 and another two-digit number.

11 Behavioral Objective: The examinee can mentally add a sequence of three orally presented numbers that are multiples of 4, 5, or 10.

13 Behavioral Objective: The examinee can mentally determine the sum when the addition of two two-digit numbers is presented visually.

15 Behavioral Objective: The examinee can mentally determine the sum when presented with three numbers, two of which sum to a multiple of 10.

Focus Items Below Instructional Range

5  Behavioral Objective: The examinee can select from a set of one-digit numbers the two that would make a given sum.
    ER Lesson: Level 1, Cluster 1, Lesson 1: Exploring Sums and Minuends to 9

Focus Items Above Instructional Range

16 Behavioral Objective: The examinee can select from a set of two-digit numbers the two numbers that would make a given sum.

Addition and Subtraction (Functional Range: items 13-19)

Items Answered Incorrectly

16 Behavioral Objective: The examinee can subtract a two-digit number from a multiple of 10.
    ER Lesson: Level 1, Cluster 5, Lesson 3: Subtracting From a Two-Digit Number

17 Behavioral Objective: The examinee can subtract two two-digit numbers.
    ER Lesson: Level 1, Cluster 5, Lesson 3: Subtracting From a Two-Digit Number

18 Behavioral Objective: The examinee can subtract a two-digit number from a three-digit number when regrouping is required in two place values.
    ER Lesson: Level 1, Cluster 5, Lesson 4: Subtracting From a Three-Digit Number

19 Behavioral Objective: The examinee can add two-digit and three-digit numbers in a vertical format and regroup more than one set of 10 ones.
    ER Lesson: Level 2, Cluster 1, Lesson 1: Adding Three- and Four-Digit Numbers
Items Answered Correctly

13 Behavioral Objective: The examinee can subtract a one-digit number from a two-digit number when regrouping is required.

14 Behavioral Objective: The examinee can add two-digit numbers when regrouping of both ones and tens is required.

15 Behavioral Objective: The examinee can add a three-digit number and a two-digit number.

Focus Items Below Instructional Range

There are no focus items to report on below the functional level.

Focus Items Above Instructional Range

There are no focus items to report on above the functional level.

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Multiplication and Division (Functional Range: items 3-5)

Items Answered Incorrectly

5 Behavioral Objective: The examinee can multiply two one-digit numbers for a product less than 30.
   ER Lesson: Level 2, Cluster 1, Lesson 1: Representing and Completing Multiplication Facts

Items Answered Correctly

3 Behavioral Objective: The examinee can multiply a one-digit number by three.

4 Behavioral Objective: The examinee can multiply a one-digit number by zero.

Focus Items Below Instructional Range

There are no focus items to report on below the functional level.

Focus Items Above Instructional Range

There are no focus items to report on above the functional level.

---

Foundations of Problem Solving (Functional Range: items 5-9)

Items Answered Incorrectly

7 Behavioral Objective: The examinee can determine the difference between two one-digit numbers and explain how the answer was obtained.
   ER Lesson: Level 1, Cluster 2, Lesson 2: Recognizing Applications for Addition and Subtraction

9 Behavioral Objective: The examinee can select the multistep addition/subtraction sentence needed to answer a given word problem involving numbers between 10 and 19 and one-digit numbers.
   ER Lesson: Level 1, Cluster 2, Lesson 3: Providing Contextual Word Stories for Facts
**Item and Functional Range Analysis (continued)**

**Tommy J. Testcase**

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<th>Grade: 3</th>
<th>Test Date: 09/04/2007</th>
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**Items Answered Correctly**

1. **Behavioral Objective:** The examinee can demonstrate an awareness of the combining action of addition by selecting two small sets that together will make a given number.

2. **Behavioral Objective:** The examinee can determine the correct operation to solve simple addition and subtraction word problems.

3. **Behavioral Objective:** The examinee can complete a story so that it matches a given addition or subtraction sentence involving one-digit numbers.

**Focus Items Below Instructional Range**

There are no focus items to report on below the functional level.

**Focus Items Above Instructional Range**

There are no focus items to report on above the functional level.

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**Applied Problem Solving (Functional Range: items 4-8)**

**Items Answered Incorrectly**

1. **Behavioral Objective:** The examinee can compare or contrast a pair of given objects.
   
   ER Lesson: Algebra, Level 1, Cluster 1, Lesson 2: Identifying Objects That Are Alike

2. **Behavioral Objective:** The examinee can identify polygons with sides or corners that are all the same or all different.
   
   ER Lesson: Geometry, Level 2, Cluster 1, Lesson 1: Exploring Polygons

**Items Answered Correctly**

3. **Behavioral Objective:** The examinee can suggest an alternate order when presented with three different objects in a row.

4. **Behavioral Objective:** The examinee can describe how a given number not greater than five could be represented with different combinations of addends.

5. **Behavioral Objective:** The examinee can identify the order in which dominoes in a train must be placed so that the adjacent dominoes will have matching sets.

**Focus Items Below Instructional Range**

1. **Behavioral Objective:** The examinee can identify objects in a given set that have the same function.
   
   ER Lesson: Algebra, Level 1, Cluster 1, Lesson 4: Sorting Objects Into Simple Groups
Focus Items Above Instructional Range

11 Behavioral Objective: The examinee can determine the total value of a given word based on a chart that assigns one-digit values to letters in the alphabet.
Dear Parent/Caregiver,

On 09/04/2007, Tommy completed the KeyMath–3 Diagnostic Assessment (KeyMath–3 DA). The KeyMath–3 DA measures essential mathematical concepts and skills and is intended for individuals aged 4½ through 21 years. It covers three general math areas: Basic Concepts, Operations, and Applications. Although the KeyMath–3 DA includes concepts and skills from simple counting through Algebra, Tommy was assessed on only those items that correspond to his level of functioning.

The Basic Concepts area measures Tommy's understanding of
- numbers, place value, fractions, decimals, and percentages;
- patterns, equations, and algebraic expressions;
- shapes, angles, and visual representations;
- time, money, area, and volume (using the English and metric systems of measurement); and
- data tables, graphs, charts, probability, and statistics.

The Operations area measures Tommy's skill at adding, subtracting, multiplying, and dividing, both with and without pencil and paper. The Applications area measures Tommy's skill at solving math problems and identifying the strategies and operations needed to solve math problems. Results are used to identify Tommy's level of functioning in each area so that a math instructional program can be tailored to maximize learning.

Tommy's performance in each of the KeyMath–3 DA areas is described here by comparing his scores with the scores of a large representative sample of individuals at his grade level. Results are presented in terms of percentile ranks. A percentile rank indicates the percentage of individuals who scored at or below a particular score. For example, Tommy's percentile rank of 4 in the Basic Concepts area indicates that he scored as high as or higher than 4% of the individuals at his grade level.

The table below shows Tommy's percentile rank and descriptive category corresponding to each of the three KeyMath–3 DA areas and the Total Test. Information about Tommy's performance on essential math skills and concepts can be helpful in adapting instruction to improve learning.

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<tr>
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Note: NA = not available.

If you have any questions or concerns about the results presented in this letter, please consult the school or organization that conducted the testing.

Sincerely,