

*EQA0 Grade 6
Assessments Reading Book & Answer*

Sylvan Insight™ | Math Assessment



Cate is almost done grade five

Name: **Cate Kiska**

Assessment Date: **May 7, 2018**

Grade at Assessment: **5th grade; 8th month**

Scaled Score: **565**

Percentile Rank: **8th**

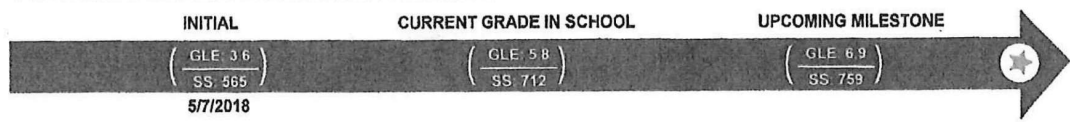
Grade Level Equivalent (GLE): **3.6**

This score places Cate on a learning progression from grade K through 12 (0-1400). It identifies the best point to start Cate's instruction.

This compares Cate's test score to other students in North America at the same grade in school. For example, a 4th grade student scoring in the 70th percentile scored better than 70% of all 4th grade students who took the same test.

This compares Cate's test score to the average grade of other students in North America who had the same score. For example, a GLE of 5.3 indicates that the student scored as well as the average 5th grade, 3rd month student.

ACADEMIC SKILLS ASSESSMENT RESULTS



SKILLS BELOW CATE'S PLACEMENT:

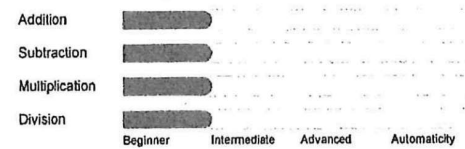
- ☒ Solving division problems without using objects or pictures
- ☒ Related multiplication and division facts
- ☒ Dividing objects into equal groups with remainder
- ☒ Multiplying numbers by 7, 8, or 9

SKILLS AT CATE'S PLACEMENT:

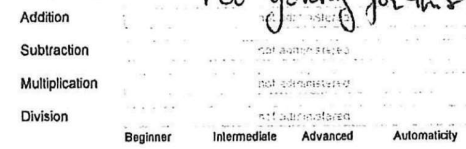
- ☐ Expressing 1 as fractions 1/1, 2/2, 4/4, etc.
- ☐ Matching number words to numerals through 999,999
- ☐ Identifying place value through hundred thousands
- ☐ Writing a numeral as the sum of the values of its digits
- ☐ Solving word problems using addition and subtraction
- ☐ Showing that 1 thousand equals 10 hundreds
- ☐ Identifying greater and lesser of numbers through 999,999
- ☐ Identifying numbers that come before or after other numbers
- ☐ Adding 2-, 3-, and 4-digit numbers with regrouping
- ☐ Ordering numbers: least to greatest and greatest to least

MATH FACTS FLUENCY

Whole Number Operations



Integer Operations



too young for this measurement

G6-8

Automaticity is achieved in Math Facts Fluency when the student can correctly answer a series of math facts items at a rate of three seconds or less per item.

CATE'S SELF-ASSESSMENT

Cate completed a self-evaluation that asks students to reflect on their current habits, behaviors, and attitudes towards school.

Academic Perseverance



Cate is very committed to academic success and is able to set and meet academic goals.

Academic Self-Confidence



Cate exhibits confidence in academic abilities and is willing and able to overcome challenges.

School Engagement



Cate has strong relationships with success-oriented academic and social components.

DIRECTOR'S COMMENTS

Cate followed directions well and worked at a normal pace through her assessment. We have identified some gaps she will need to address going forward. She scored herself very well on her self-assessment, meaning she values school and shows a good amount of self-confidence. I believe that with minimal distractions, Cate will work very well through the Math Essentials Program at Sylvan.

ESTIMATED PROGRAM LENGTH

F 1/4

Key Learning Needs for Cate:

NUMBERS AND OPERATIONS

- ☐ Expressing 1 as fractions $\frac{1}{1}$, $\frac{2}{2}$, $\frac{4}{4}$, etc.
- ☐ Matching number words to numerals through 999,999
- ☐ Identifying place value through hundred thousands
- ☐ Writing a numeral as the sum of the values of its digits
- ☐ Solving word problems using addition and subtraction
- ☐ Showing that 1 thousand equals 10 hundreds
- ☐ Identifying greater and lesser of numbers through 999,999
- ☐ Identifying numbers that come before or after other numbers
- ☐ Adding 2-, 3-, and 4-digit numbers with regrouping
- ☐ Ordering numbers: least to greatest and greatest to least
- ☐ Subtracting a number from a 4-digit number with regrouping
- ☐ Identifying the necessary information in a word problem
- ☐ Identifying extra or missing information in a word problem
- ☐ Making change up to and including \$5.00
- ☐ Rounding 2- and 3-digit numbers to a given place
- ☐ Estimating a sum or difference: two 3- or 4-digit numbers
- ☐ Writing and solving division problems
- ☐ Using strategies to master the basic multiplication facts
- ☐ Multiplication basic facts
- ☐ Multiplying a 2- or 3-digit number by a 1-digit number
- ☐ Dividing regions into halves, thirds, and fourths
- ☐ Identifying division facts related to a multiplication fact
- ☐ Relating fractions to shaded parts of regions
- ☐ Multiplying 2-digit number by 1-digit number with regrouping
- ☐ One-step word problems involving multiplication

At Sylvan, learning is personal. Cate's learning plan will change over time in response to performance. Our adaptive learning plan ensures we focus our instruction on concepts Cate needs to be successful while moving quickly through more familiar concepts. As Cate moves through the learning progression, new skills will be added to the learning plan.

Sylvan Insight™ | Reading Assessment



Name:
Cate Kiska

Scaled Score
507

Percentile Rank
27th

Grade Level
Equivalent (GLE)
4.6

Assessment Date:
May 7, 2018

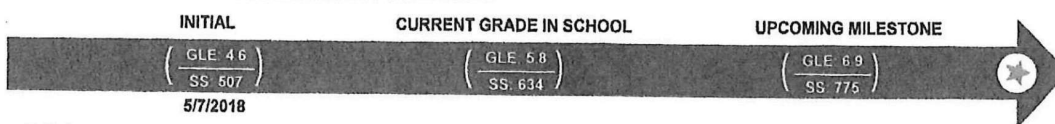
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ACADEMIC SKILLS ASSESSMENT RESULTS



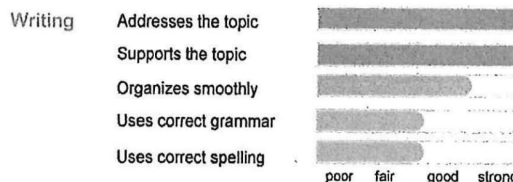
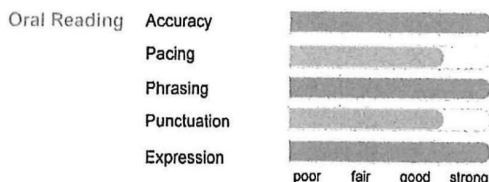
SKILLS BELOW CATE'S PLACEMENT:

- Using a table of contents and/or index to locate information
- Using scanning techniques to find information
- Using skimming techniques to find the main ideas in a text
- Identifying and organizing events in a logical sequence

SKILLS AT CATE'S PLACEMENT:

- Identifying the implied main idea in a text
- Summarizing the main ideas and details of a text
- Orally reading text fluently (Passage 1)
- Defining new words using concrete context clues
- Deriving the meaning of a word based on its prefix
- Deriving the meaning of a word based on its suffix
- Deriving the meaning of a word based on its root
- Building vocabulary through themed word units (Unit 4)
- Determining an author's purpose or motive for writing
- Identifying fact and opinion in a text

ORAL READING AND WRITING OBSERVATIONS



CATE'S SELF-ASSESSMENT

Cate completed a self-evaluation that asks students to reflect on their current habits, behaviors, and attitudes towards school.

Academic Perseverance

very low very high

Cate is very committed to academic success and is able to set and meet academic goals.

Academic Self-Confidence

very low very high

Cate exhibits confidence in academic abilities and is willing and able to overcome challenges.

School Engagement

very low very high

Cate has strong relationships with success-oriented academic and social components.

DIRECTOR'S COMMENTS

ESTIMATED
PROGRAM LENGTH

Key Learning Needs for Cate:

COMPREHENSION

- ☐ Identifying the implied main idea in a text
- ☐ Summarizing the main ideas and details of a text
- ☐ Determining an author's purpose or motive for writing
- ☐ Identifying fact and opinion in a text
- ☐ Comparing and contrasting elements in a story or passage
- ☐ Identifying cause-and-effect relationships in a text
- ☐ Drawing conclusions based on information in a text
- ☐ Interpreting visual aids in a text
- ☐ Making inferences about text
- ☐ Applying comprehension strategies to informational text

Both Dr. Matheson
& Sylvan Director
(Doug) stated that
comprehension was a
big problem for Cate.

VOCABULARY

- ☐ Defining new words using concrete context clues
- ☐ Inferring the meaning of new words using context clues
- ☐ Deriving a word's meaning based on its context
- ☐ Deriving the meaning of a word based on its prefix
- ☐ Deriving the meaning of a word based on its suffix
- ☐ Deriving the meaning of a word based on its root
- ☐ Building vocabulary through themed word units (Unit 4)
- ☐ Building vocabulary through themed word units (Unit 5)
- ☐ Building vocabulary through themed word units (Unit 6)
- ☐ Defining homophones based on context
- ☐ Defining multiple meaning words

FLUENCY

- ☐ Orally reading text fluently (Passage 1)
- ☐ Orally reading text fluently (Passage 2)
- ☐ Orally reading text fluently (Passage 3)
- ☐ Orally reading text fluently (Passage 4)

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