




Sample Reports













































































































Acadience Math

School: Mockingbird Elementary School
 Grade: First Grade, Beginning of Year
 Year: 2018-2019
 Class: First Grade

Classroom Report

Acadience Math

 Above Benchmark / Likely to Need Core Support
  At Benchmark / Likely to Need Core Support
  Below Benchmark / Likely to Need Strategic Support
  Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	NIF		NNF		AQD		MNF		COMPUTATION		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile
Praseme, Laura	11	8 	8	4 	6	0 	4	0 	4	2 	20	28 	3
Arkansite, Stephanie	22	8 	8	6 	12	2 	11	1 	11	3 	30	47 	9
Salmon-Pink, Antonio	33	13 	18	6 	12	6 	24	1 	11	0 	4	48 	9
Fulvous, Sandra	44	7 	7	7 	16	8 	34	2 	21	0 	4	54 	11
Livid, Lillian	66	9 	10	9 	27	0 	4	2 	21	2 	20	54 	11
Phthalo-Green, Anne	55	12 	16	10 	33	2 	11	2 	21	4 	42	72 	19
Cardinal, Paul	77	17 	26	8 	21	7 	29	3 	32	4 	42	86 	26
Opal, Victor	88	29 	51	8 	21	6 	24	3 	32	2 	20	88 	27
Burgundy, Amy	100	29 	51	10 	33	11 	50	2 	21	3 	30	103 	35
Gudmundite, Eric	99	18 	28	8 	21	6 	24	3 	32	9 	82	105 	36
Diatomacious-Opal, Kenneth	111	28 	49	13 	53	16 	72	5 	58	4 	42	140 	56
Electric-Ultramarine, Heather	122	36 	67	14 	60	6 	24	7 	79	4 	42	141 	56
Sunstone, Dorothy	133	29 	51	12 	47	14 	65	6 	70	5 	54	143 	57
Meteoric-Iron, Daniel	144	45 	83	10 	33	15 	69	7 	79	5 	54	160 	66
Purple, Ruth	155	47 	87	14 	60	19 	82	3 	32	6 	63	166 	69
Pastel-Orange, Walter	166	35 	65	15 	66	21 	88	5 	58	9 	82	183 	77
Stone, Scott	177	46 	85	17 	78	22 	90	6 	70	8 	77	203 	83
Copper, Andrea	188	55 	94	17 	78	26 	96	7 	79	9 	82	229 	90
GOAL		27		12		10		4		5		124	
AVERAGE		26.2		10.4		10.4		3.6		4.4		113.9	





























































School: Mockingbird Elementary School
 Grade: Second Grade, Beginning of Year
 Year: 2018-2019
 Class: Second Grade

Classroom Report

 At or Above Benchmark / Likely to Need Core Support

 Below Benchmark / Likely to Need Strategic Support


 Well Below Benchmark / Likely to Need Intensive Support























































NAME	STUDENT ID	COMPUTATION		C&A		COMPOSITE	
		Score	Local Percentile	Score	Local Percentile	Score ▲	Local Percentile
Brown, Janet	2222	3 	8	5 	13	11 	5
Carson, Kenneth	1111	5 	25	1 	3	11 	5
Lapiz, Edward	3333	7 	58	2 	8	16 	15
Laumonite, Carlos	4444	3 	8	10 	30	16 	15
Baker, Eugene	5555	6 	40	6 	18	18 	25
Cameron, Timothy	6666	4 	18	10 	30	18 	25
Pink, Christina	7777	6 	40	8 	23	20 	33
Albertson, Eugenia	8888	9 	75	12 	38	30 	38
Talbott, Timothy	9999	3 	8	27 	50	33 	43
Harmon, Emily	1010	7 	58	21 	43	35 	48
Armeston, Heather	11111	5 	25	30 	68	40 	53
Richmond, Mary	1212	6 	40	29 	60	41 	58
Horn, Jason	1313	7 	58	29 	60	43 	63
Flint, Joan	1414	10 	88	27 	50	47 	68
Hollister, Hellen	1515	8 	68	37 	73	53 	73
Tourmel, Kimberly	1616	6 	40	45 	85	57 	78
Eton, David	1717	12 	98	38 	78	62 	83
Tappan, Ruth	1818	9 	75	45 	85	63 	88
Pioneer, Amy	1919	10 	88	48 	93	68 	93
Stone, Phillip	2020	10 	88	49 	98	69 	98
GOAL		6		14		24	
AVERAGE		6.8		24.0		37.6	

School: Mockingbird Elementary School
 Grade: Fifth Grade, Beginning of Year
 Year: 2018-2019
 Class: Fifth Grade

Classroom Report

Acadience Math

 Above Benchmark / Likely to Need Core Support
  At Benchmark / Likely to Need Core Support
  Below Benchmark / Likely to Need Strategic Support
  Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	COMPUTATION		C&A		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score ▲	National Percentile
Goodman, Liam	1234	8 	5	9 	13	17 	5
Woods, Kingleigh	1345	13 	14	6 	6	19 	7
Harris, Jason	1456	17 	24	10 	15	27 	14
Vargas, Julia	1567	16 	21	12 	18	28 	16
Larson, Benjamin	1678	16 	21	15 	24	31 	19
Bistre, Matthew	1789	8 	5	25 	46	33 	22
Coyamito, Andrea	1890	22 	37	20 	36	42 	34
Nguyen, Jonah	9876	23 	40	25 	46	48 	41
Smith, Isabella	76543	19 	29	37 	68	56 	51
Beryl, Mason	7543	26 	47	32 	59	58 	53
Garcia, Paul	5443	45 	78	45 	78	90 	80
Ore, Marie	432	49 	81	41 	73	90 	80
Cromtite, Emma	765	55 	86	38 	69	93 	82
Spinel, Harrison	987612	59 	88	44 	77	103 	86
Hubner, Margaret	6541	41 	74	72 	96	113 	90
Marshall, Keith	98776	69 	94	45 	78	114 	91
Viridian, Antonio	8765	52 	83	62 	92	114 	91
Green, Karen	6521	60 	89	90 	99	150 	98
GOAL		27		25		53	
AVERAGE		33.2		34.9		68.1	

School: Mockingbird Elementary School
 Grade: Kindergarten, Beginning of Year
 Year: 2018-2019
 Class: Kindergarten

Classroom Report

Acadience Math

■ At or Above Benchmark / Likely to Need Core Support

■ Below Benchmark / Likely to Need Strategic Support

■ Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	BQD		NIF		NNF		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile
Rich-Lavender, Richard	1	0 ■	8	0 ■	3	0 ■	8	0 ■	2
Azure, David	2	0 ■	8	3 ■	17	0 ■	8	3 ■	6
Smoky-Black, Jose	4	0 ■	8	3 ■	17	1 ■	19	5 ■	10
Schauss-Pink, Jeremy	5	0 ■	8	2 ■	11	2 ■	28	6 ■	11
Ferrosillite, Rose	3	1 ■	18	3 ■	17	1 ■	19	7 ■	13
Floral-White, Maria	7	2 ■	24	2 ■	11	2 ■	28	10 ■	18
Russian-Violet, Daniel	6	1 ■	18	4 ■	27	2 ■	28	10 ■	18
Cadmium-Ochre, Raymond	8	4 ■	42	2 ■	11	1 ■	19	12 ■	21
Praseme, Laura	11	3 ■	32	5 ■	38	2 ■	28	15 ■	27
Thulite, Dorothy	9	3 ■	32	3 ■	17	3 ■	36	15 ■	27
Tumbleweed, Katherine	12	5 ■	52	4 ■	27	1 ■	19	16 ■	29
Catawba, Hannah	14	5 ■	52	4 ■	27	2 ■	28	18 ■	33
Deep-Purple, Daniel	10	4 ■	42	4 ■	27	3 ■	36	18 ■	33
Clinoferrosillite, Larry	13	4 ■	42	6 ■	46	3 ■	36	20 ■	37
Radelerz, Carlos	15	5 ■	52	8 ■	59	6 ■	59	30 ■	55
Nephrite, Thomas	16	9 ■	81	9 ■	63	4 ■	45	35 ■	63
Chromdravite, Wanda	17	12 ■	90	5 ■	38	5 ■	52	39 ■	69
Botswana-Agate, Michelle	18	5 ■	52	18 ■	84	12 ■	89	52 ■	82
Sap-Green, Eli	19	16 ■	97	30 ■	93	13 ■	91	88 ■	96
GOAL		5		6		5		24	
AVERAGE		4.2		6.1		3.3		21.0	

Math Composite Score -- District Norms (n = 35)

Score	Percentile	Score	Percentile	Score	Percentile
0	< 1	50	11	100	43
1	< 1	51	11	101	43
2	< 1	52	11	102	43
3	< 1	53	11	103	43
4	< 1	54	14	104	44
5	< 1	55	17	105	47
6	< 1	56	17	106	49
7	< 1	57	17	107	51
8	< 1	58	17	108	56
9	< 1	59	17	109	57
10	1	60	17	110	57
11	3	61	17	111	59
12	3	62	17	112	61
13	3	63	19	113	64
14	3	64	20	114	66
15	3	65	20	115	66
16	3	66	20	116	66
17	3	67	20	117	66
18	3	68	20	118	67
19	3	69	20	119	69
20	3	70	20	120	70
21	3	71	20	121	73
22	3	72	20	122	76
23	3	73	20	123	77
24	3	74	20	124	77
25	3	75	21	125	77
26	3	76	23	126	77
27	3	77	23	127	77
28	3	78	23	128	77
29	3	79	24	129	79
30	3	80	26	130	80
31	3	81	27	131	81
32	4	82	29	132	83
33	6	83	29	133	83
34	7	84	29	134	83
35	9	85	29	135	86
36	9	86	30	136	90
37	9	87	31	137	91
38	9	88	31	138	91
39	9	89	31	139	91
40	9	90	31	140	93
41	9	91	33	141	94
42	10	92	34	142	94
43	11	93	34	143	96
44	11	94	37	144	97
45	11	95	40	145	97
46	11	96	40	146	97
47	11	97	40	147	97
48	11	98	41	148	99
49	11	99	43		

Computation -- District Norms (n = 35)

Score	Percentile	Score	Percentile
0	< 1	50	31
1	< 1	51	33
2	< 1	52	36
3	< 1	53	40
4	< 1	54	44
5	< 1	55	49
6	1	56	51
7	3	57	53
8	3	58	56
9	3	59	59
10	3	60	61
11	3	61	64
12	3	62	66
13	3	63	69
14	3	64	71
15	3	65	71
16	3	66	71
17	3	67	71
18	4	68	73
19	7	69	74
20	9	70	74
21	9	71	76
22	10	72	77
23	11	73	79
24	11	74	81
25	11	75	86
26	11	76	90
27	11	77	93
28	13	78	94
29	14	79	94
30	14	80	94
31	14	81	96
32	16	82	97
33	17	83	99
34	20		
35	23		
36	23		
37	23		
38	23		
39	24		
40	26		
41	26		
42	26		
43	26		
44	26		
45	27		
46	29		
47	30		
48	31		
49	31		

Concepts and Applications -- District Norms (n = 35)

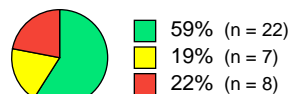
Score	Percentile	Score	Percentile
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1	< 1	51	57
2	< 1	52	59
3	< 1	53	60
4	1	54	60
5	3	55	64
6	3	56	69
7	3	57	70
8	3	58	74
9	3	59	79
10	3	60	80
11	3	61	80
12	3	62	80
13	3	63	80
14	4	64	81
15	7	65	86
16	9	66	91
17	9	67	94
18	9	68	96
19	9	69	97
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22	14	72	97
23	14	73	99
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27	20		
28	20		
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32	26		
33	26		
34	26		
35	26		
36	29		
37	33		
38	36		
39	37		
40	37		
41	40		
42	43		
43	44		
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45	49		
46	49		
47	50		
48	51		
49	53		

Beginning of Year

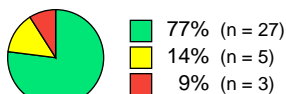
Middle of Year

End of Year

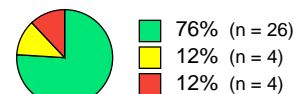
Math Composite Score



Number of Students = 37
 Average = 136.3
 Standard Deviation = 56.1
 Score Range = 28 to 254



Number of Students = 35
 Average = 56.4
 Standard Deviation = 18.1
 Score Range = 12 to 97



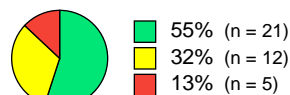
Number of Students = 34
 Average = 68.7
 Standard Deviation = 20.8
 Score Range = 18 to 120

Number Identification Fluency



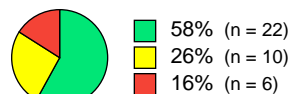
Number of Students = 38
 Average = 30.6
 Standard Deviation = 13.8
 Score Range = 7 to 55

Next Number Fluency

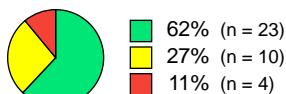


Number of Students = 38
 Average = 11.9
 Standard Deviation = 3.8
 Score Range = 4 to 20

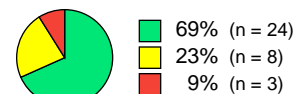
Advanced Quantity Discrimination



Number of Students = 38
 Average = 12.4
 Standard Deviation = 7.4
 Score Range = 0 to 31

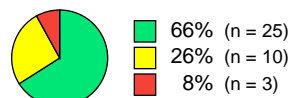


Number of Students = 37
 Average = 19.2
 Standard Deviation = 5.7
 Score Range = 1 to 28

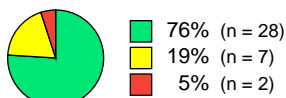


Number of Students = 35
 Average = 21.9
 Standard Deviation = 5.3
 Score Range = 6 to 30

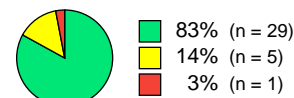
Missing Number Fluency






Number of Students = 38
 Average = 4.7
 Standard Deviation = 2.5
 Score Range = 0 to 10



Number of Students = 37
 Average = 11.9
 Standard Deviation = 4.8
 Score Range = 4 to 24



Number of Students = 35
 Average = 14.8
 Standard Deviation = 6.1
 Score Range = 4 to 32

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

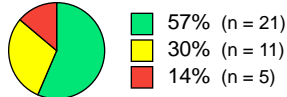
School Overview

Beginning of Year

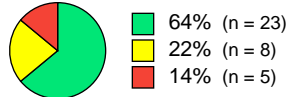
Middle of Year

End of Year

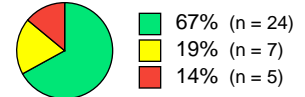
Computation



Number of Students = 37
 Average = 5.7
 Standard Deviation = 3.9
 Score Range = 0 to 21



Number of Students = 36
 Average = 12.4
 Standard Deviation = 6
 Score Range = 1 to 26



Number of Students = 36
 Average = 17.4
 Standard Deviation = 6.5
 Score Range = 4 to 33

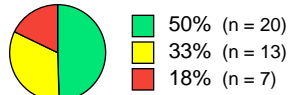
Status	Score Level	Likely Need For Support
At or Above Benchmark		Likely to Need Core Support
Below Benchmark		Likely to Need Strategic Support
Well Below Benchmark		Likely to Need Intensive Support

Beginning of Year

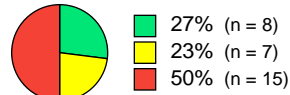
Middle of Year

End of Year

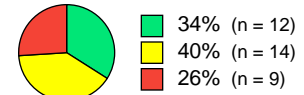
Math Composite Score



Number of Students = 40
 Average = 87
 Standard Deviation = 38.9
 Score Range = 31 to 176

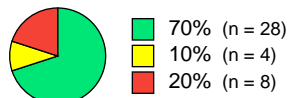


Number of Students = 30
 Average = 58.6
 Standard Deviation = 27.1
 Score Range = 16 to 108

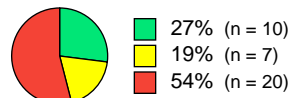


Number of Students = 35
 Average = 98.1
 Standard Deviation = 34.3
 Score Range = 10 to 148

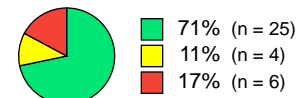
Computation



Number of Students = 40
 Average = 24
 Standard Deviation = 11.7
 Score Range = 6 to 48

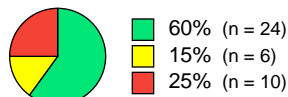


Number of Students = 37
 Average = 23.1
 Standard Deviation = 11.6
 Score Range = 6 to 48

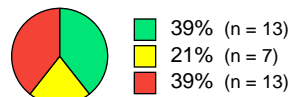


Number of Students = 35
 Average = 53.5
 Standard Deviation = 19.4
 Score Range = 6 to 83

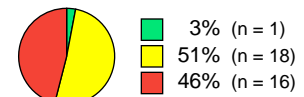
Concepts and Applications






Number of Students = 40
 Average = 38.9
 Standard Deviation = 22.3
 Score Range = 5 to 84



Number of Students = 33
 Average = 37.2
 Standard Deviation = 21.2
 Score Range = 7 to 108



Number of Students = 35
 Average = 44.6
 Standard Deviation = 17.5
 Score Range = 4 to 73

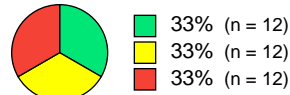
Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Beginning of Year

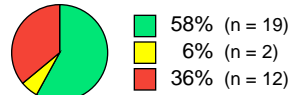
Middle of Year

End of Year

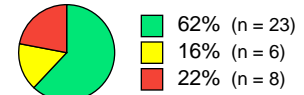
Math Composite Score



Number of Students = 36
 Average = 22
 Standard Deviation = 18.2
 Score Range = 0 to 88

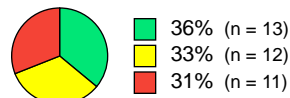


Number of Students = 33
 Average = 69.1
 Standard Deviation = 31
 Score Range = 3 to 112

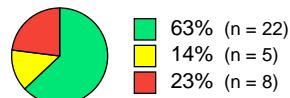


Number of Students = 37
 Average = 86.5
 Standard Deviation = 28.7
 Score Range = 10 to 136

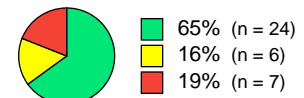
Beginning Quantity Discrimination



Number of Students = 36
 Average = 4.2
 Standard Deviation = 3.9
 Score Range = 0 to 16

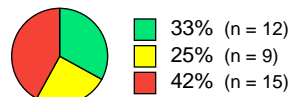


Number of Students = 35
 Average = 8.3
 Standard Deviation = 4.7
 Score Range = 0 to 18

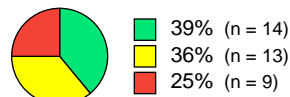


Number of Students = 37
 Average = 12.1
 Standard Deviation = 5.1
 Score Range = 0 to 22

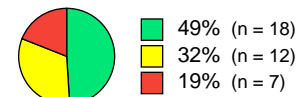
Number Identification Fluency



Number of Students = 36
 Average = 6.3
 Standard Deviation = 6.2
 Score Range = 0 to 30

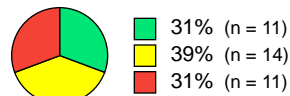


Number of Students = 36
 Average = 10.3
 Standard Deviation = 5.9
 Score Range = 0 to 19

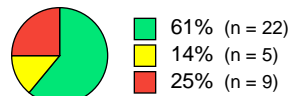


Number of Students = 37
 Average = 21.4
 Standard Deviation = 8.7
 Score Range = 1 to 45

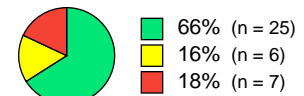
Next Number Fluency






Number of Students = 36
 Average = 3.7
 Standard Deviation = 3.8
 Score Range = 0 to 14



Number of Students = 36
 Average = 11.3
 Standard Deviation = 4.9
 Score Range = 1 to 19



Number of Students = 38
 Average = 13.6
 Standard Deviation = 5
 Score Range = 3 to 23

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Name: Stephanie Arkansite
 StudentID: 124013MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade1a
 Grade: First Grade
 Year: 2014-2015

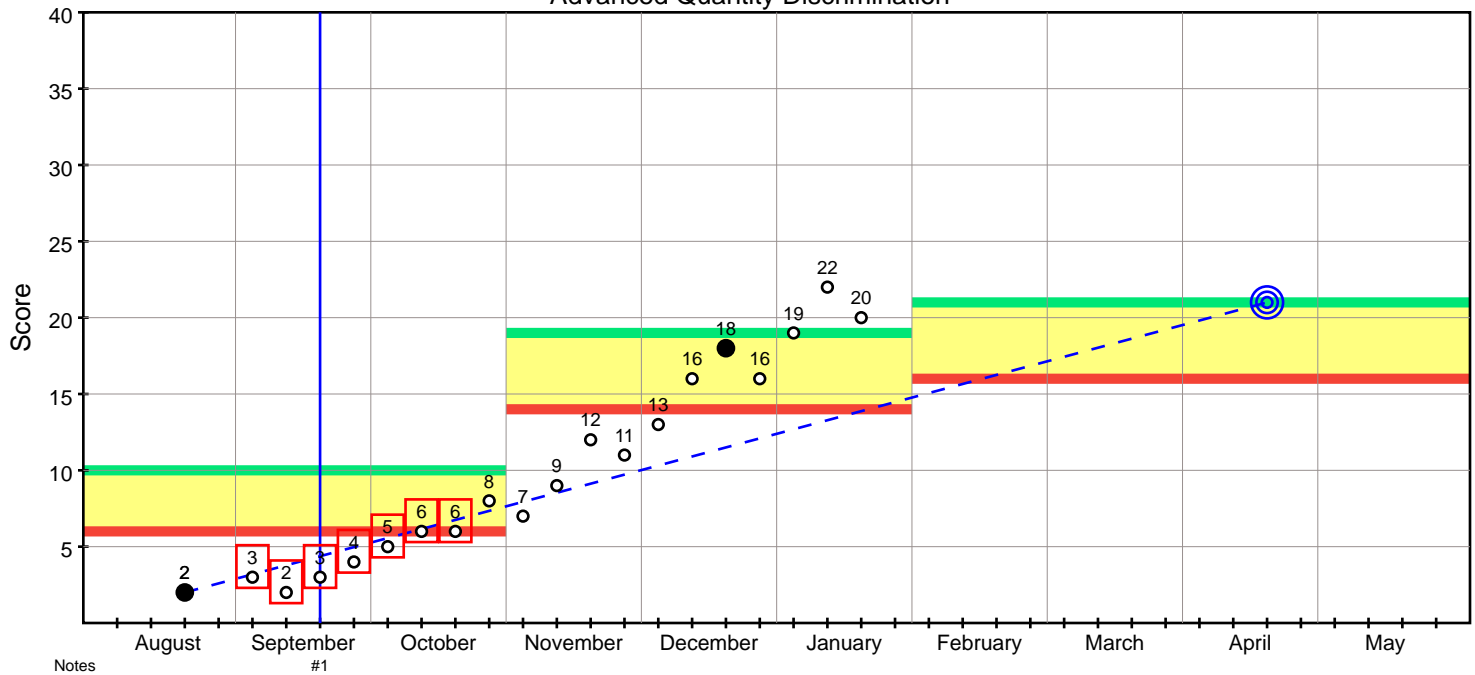
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- ◎ Target Score
- Benchmark Goal
- Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



#1: Change line; no note provided.

Name: Anthony Cardinal
 StudentID: 121513MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade1a
 Grade: First Grade
 Year: 2014-2015

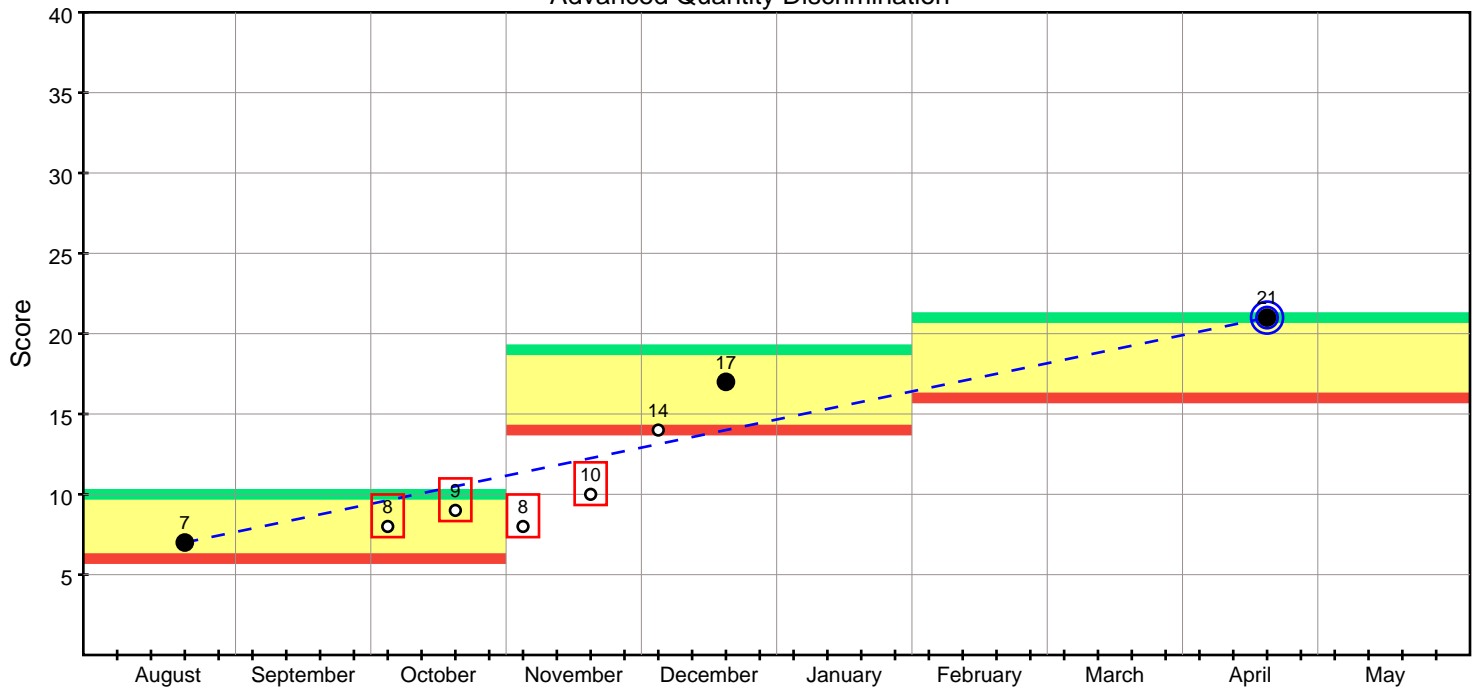
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- 🎯 Target Score
- 🟢 Benchmark Goal
- 🔴 Cut Point for Risk
- 📏 Instructional Support Change Line
- 📦 Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Sandra Fulvous
 StudentID: 122013MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade1a
 Grade: First Grade
 Year: 2014-2015

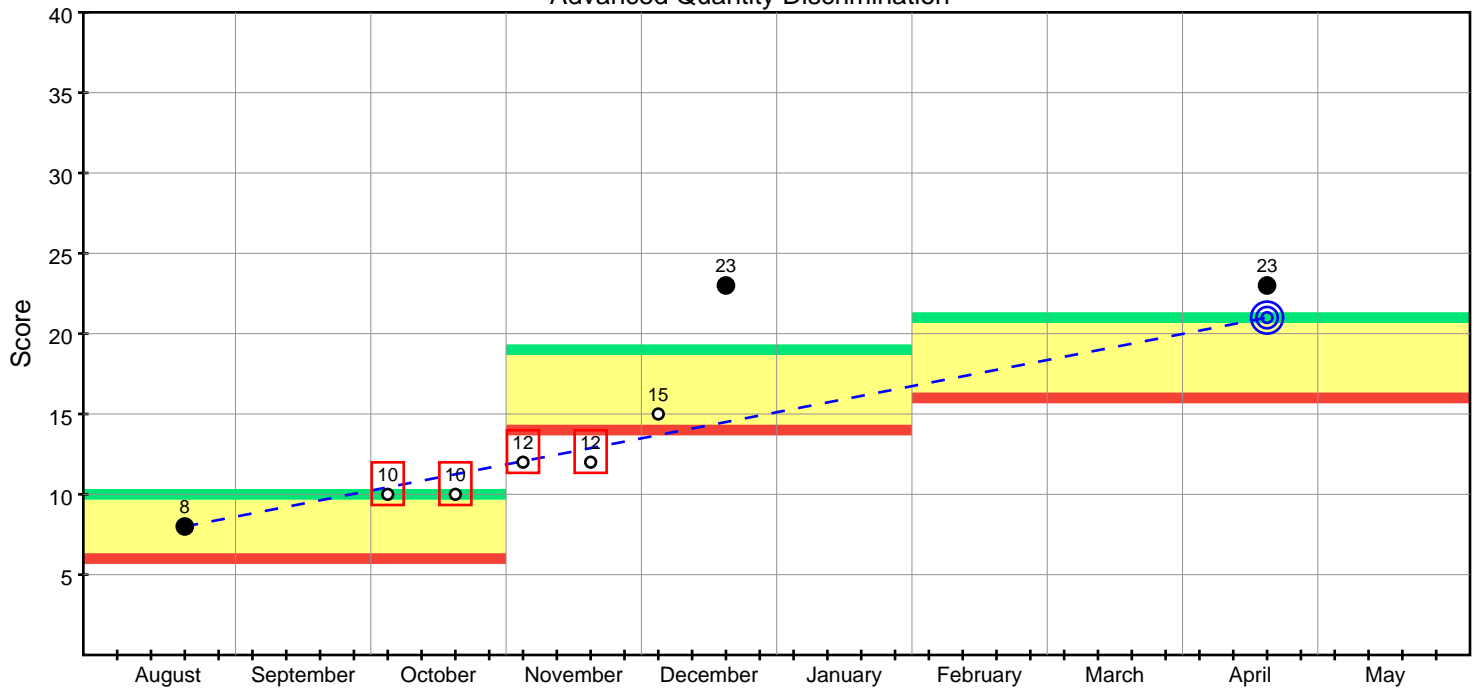
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- 🎯 Target Score
- Benchmark Goal
- Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Lillian Livid
 StudentID: 127013MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade1a
 Grade: First Grade
 Year: 2014-2015

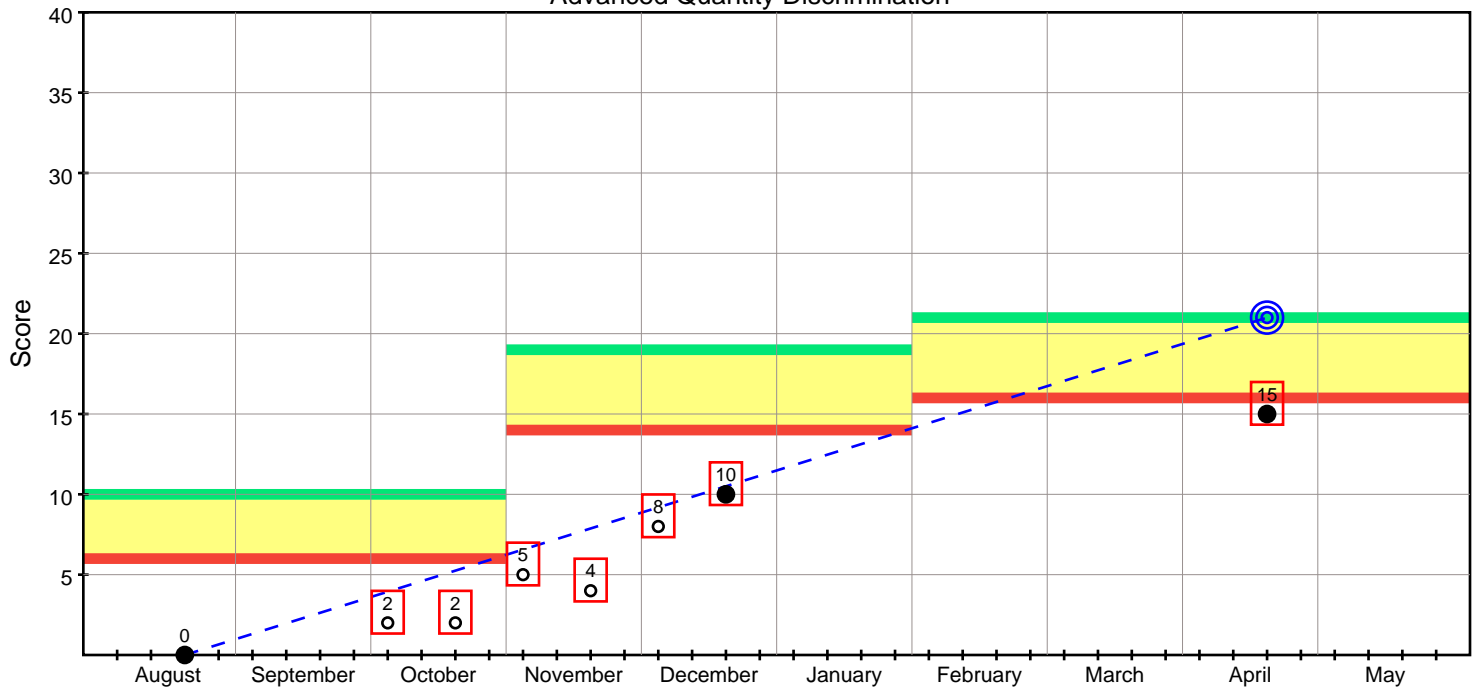
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- 🎯 Target Score
- 🟢 Benchmark Goal
- 🔴 Cut Point for Risk
- 📏 Instructional Support Change Line
- 📦 Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Laura Praseme
 StudentID: 122513MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade1a
 Grade: First Grade
 Year: 2014-2015

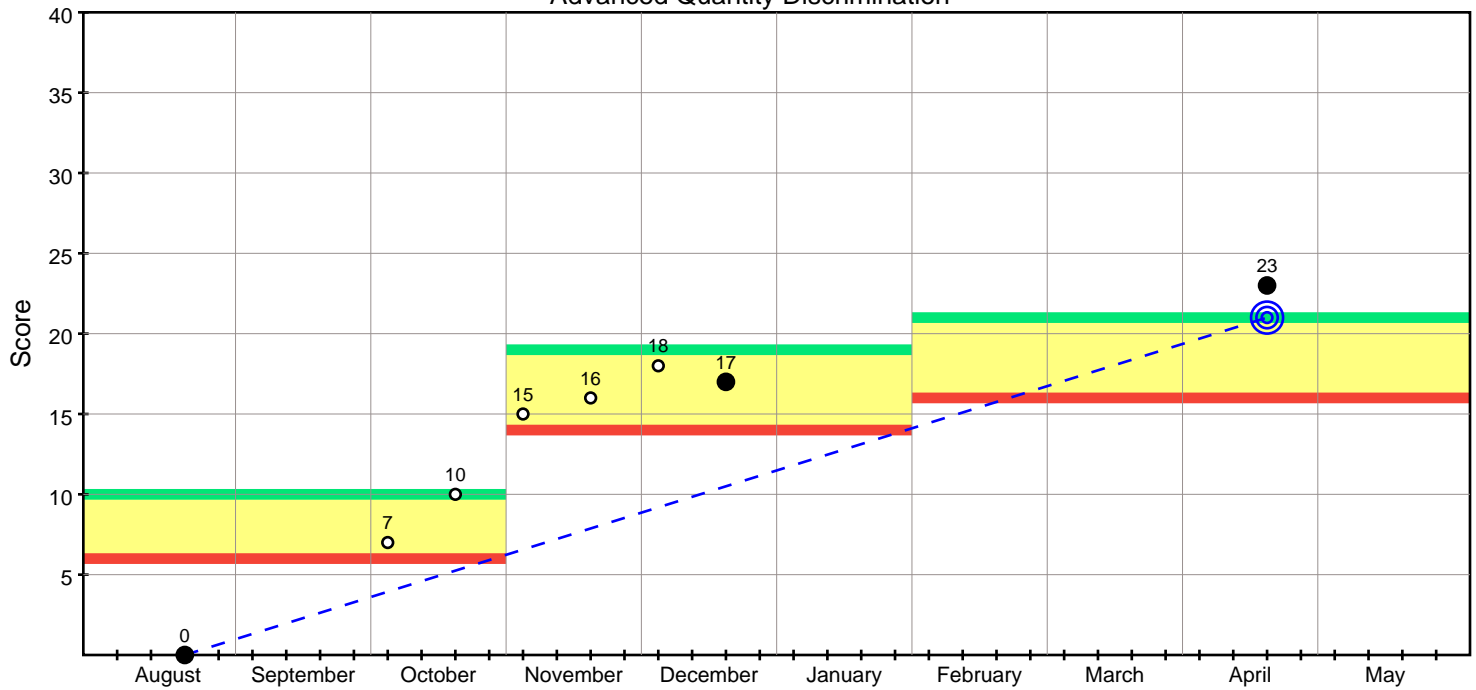
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- 🎯 Target Score
- 🟢 Benchmark Goal
- 🔴 Cut Point for Risk
- 📏 Instructional Support Change Line
- 📦 Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Nancy Bayerite
 StudentID: 161013MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade3a
 Grade: Third Grade
 Year: 2014-2015

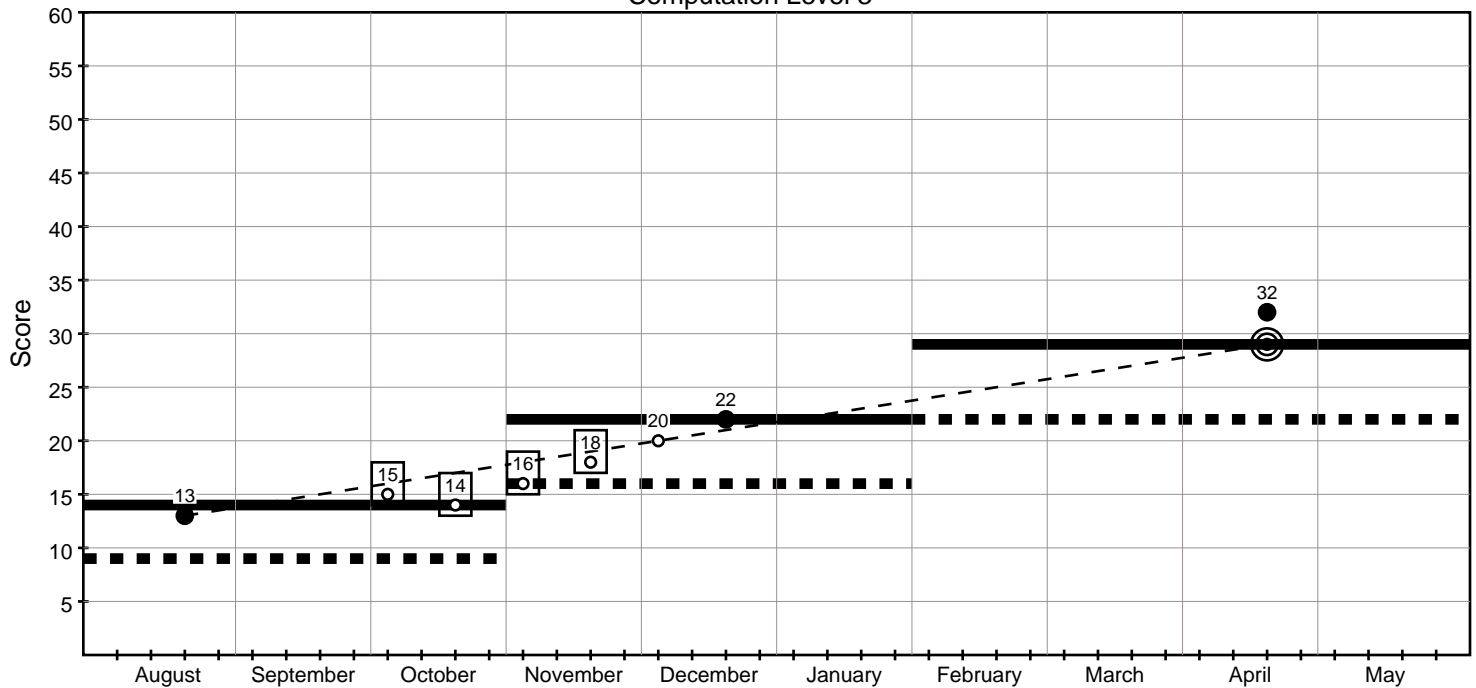
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- ◎ Target Score
- Benchmark Goal
- ■ ■ Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



Name: Gregory Cyanite
 StudentID: 162513MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade3a
 Grade: Third Grade
 Year: 2014-2015

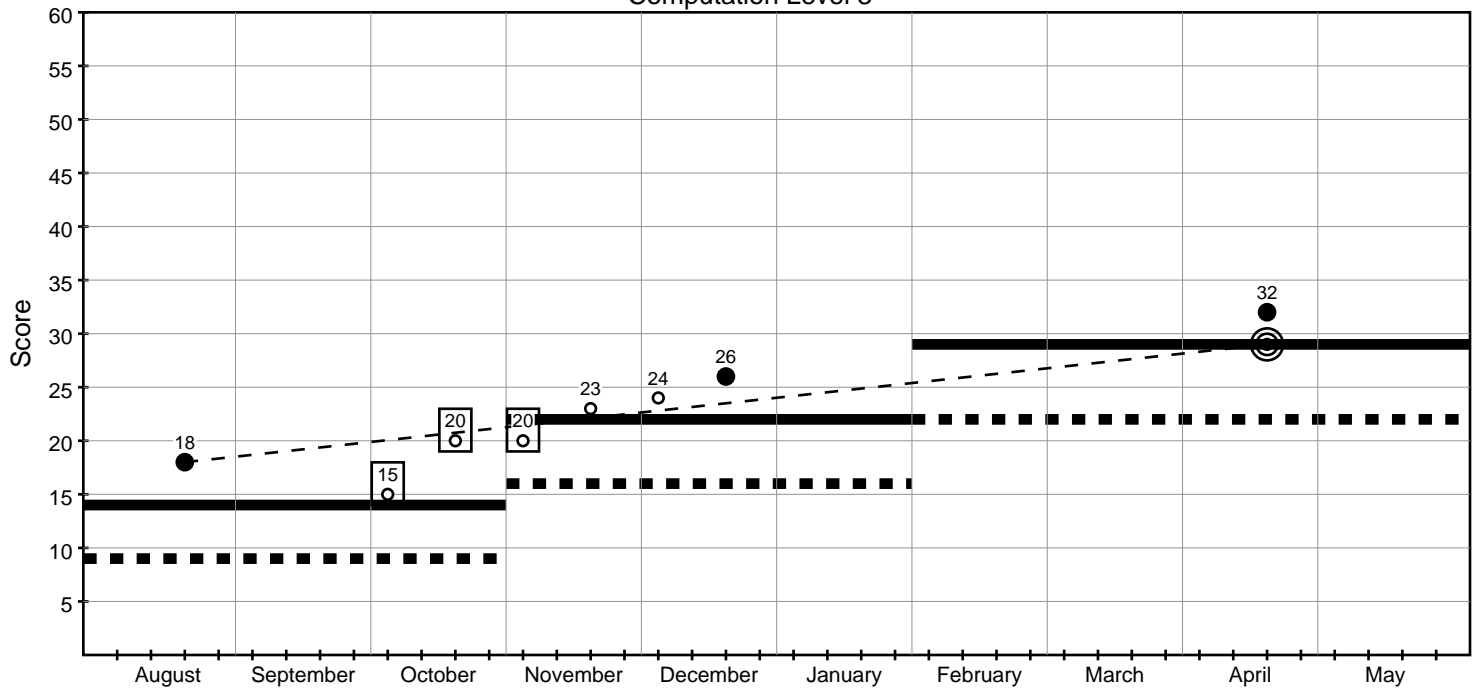
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- ◎ Target Score
- Benchmark Goal
- ■ ■ Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



Name: Diana Gray-Blue
 StudentID: 160513MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade3a
 Grade: Third Grade
 Year: 2014-2015

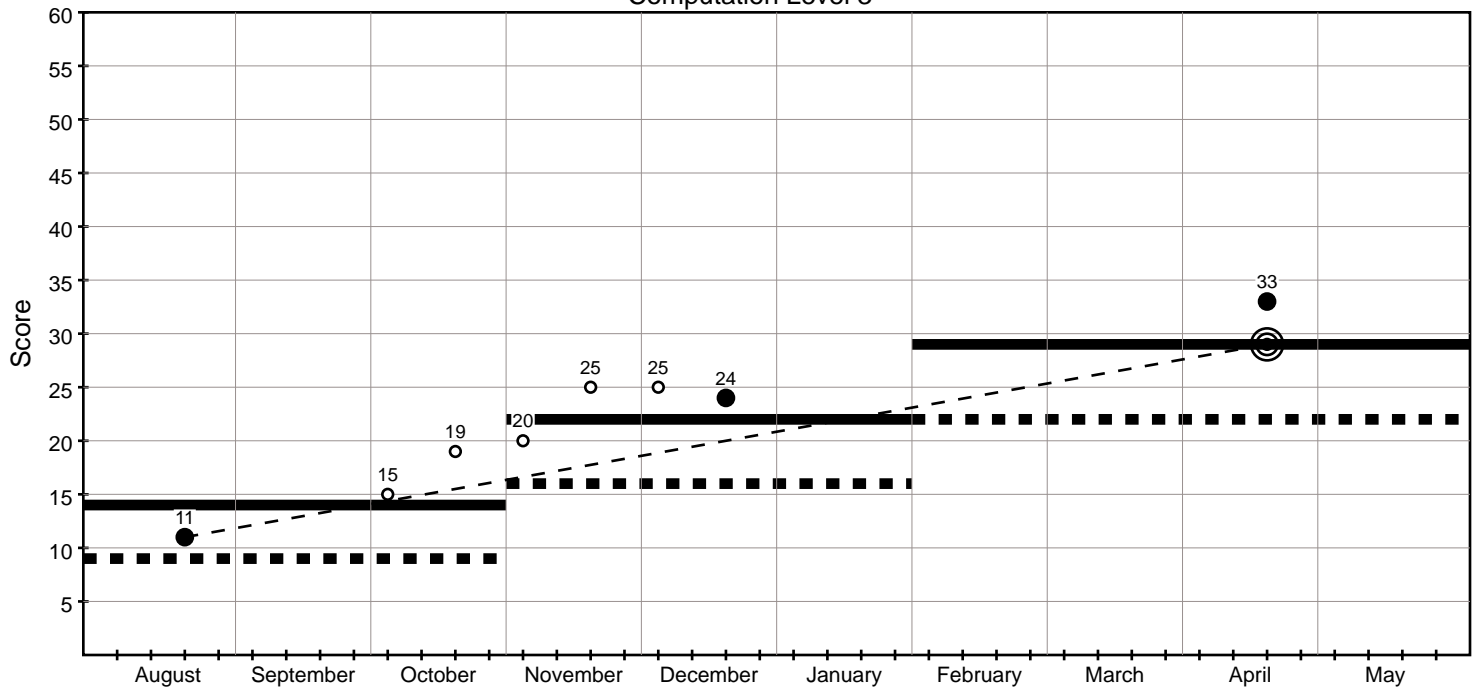
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- ◎ Target Score
- Benchmark Goal
- ■ ■ Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



Name: Susan Snowflake
 StudentID: 162013MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade3a
 Grade: Third Grade
 Year: 2014-2015

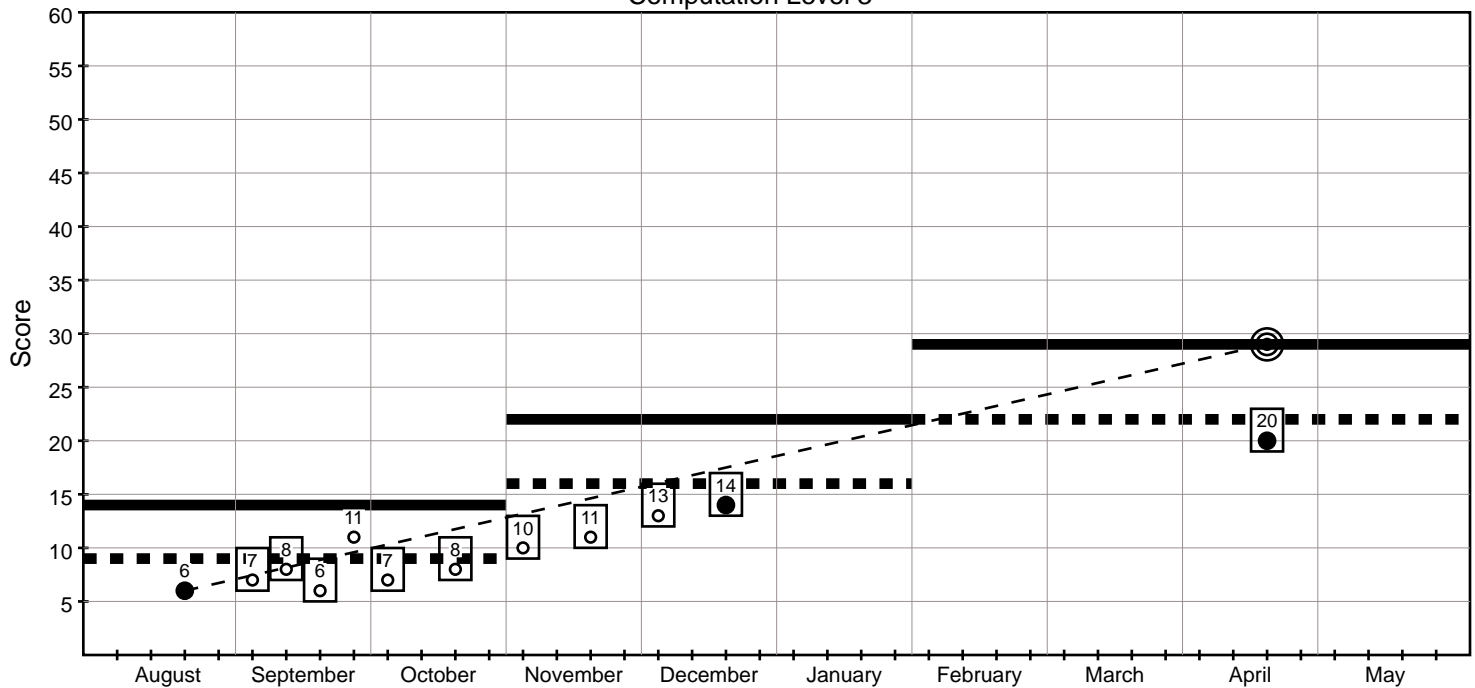
Student Progress Monitoring Graphs



Acadience Math

- Benchmark Score
- Benchmark Goal
- Progress Monitoring Score
- ■ ■ Cut Point for Risk
- ▲▲ Score Above Graph Boundary
- - - Instructional Support Change Line
- - - Aimline
- ☉ Target Score
- ☐ Three or more consecutive scores below the aimline

Computation Level 3



Name: Frank Spanish-Crimson
 StudentID: 164513MERY2
 School: Mockingbird Elementary School
 Class: Mock Grade3a
 Grade: Third Grade
 Year: 2014-2015

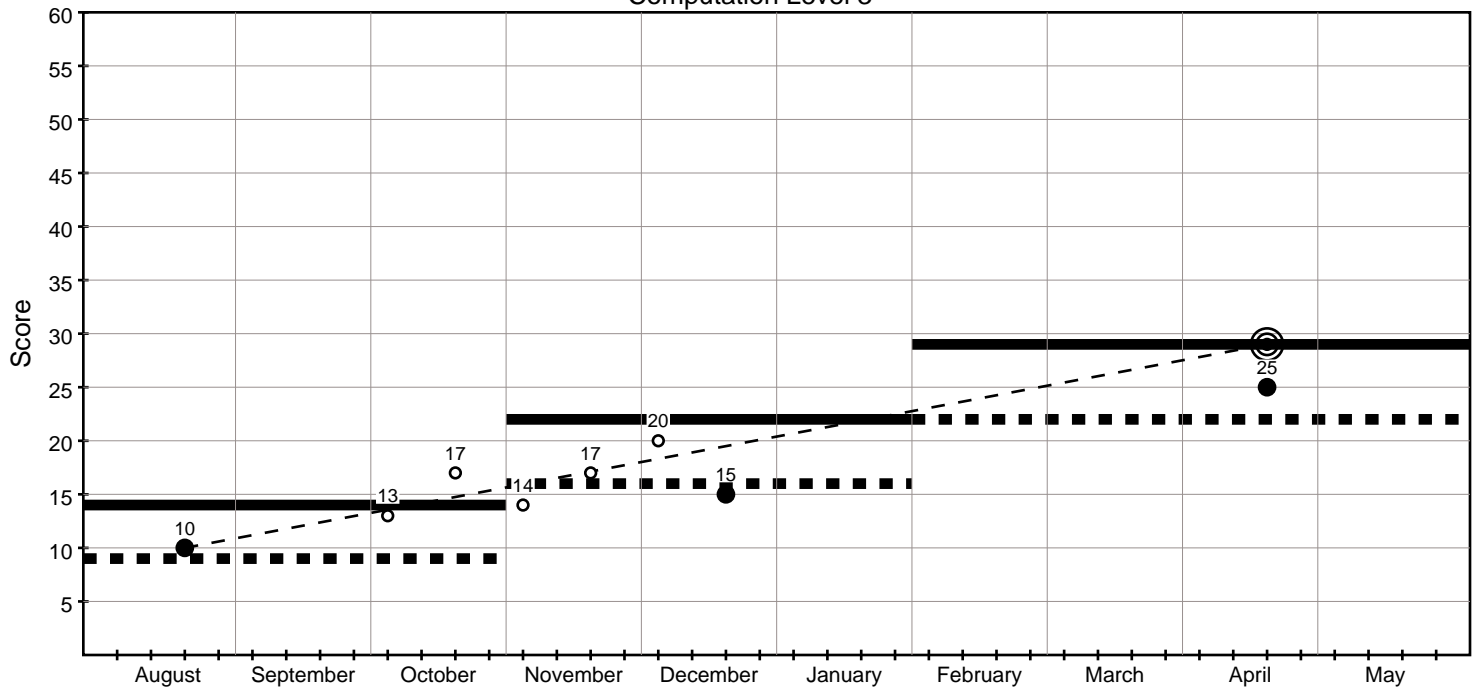
Student Progress Monitoring Graphs



Acadience Math

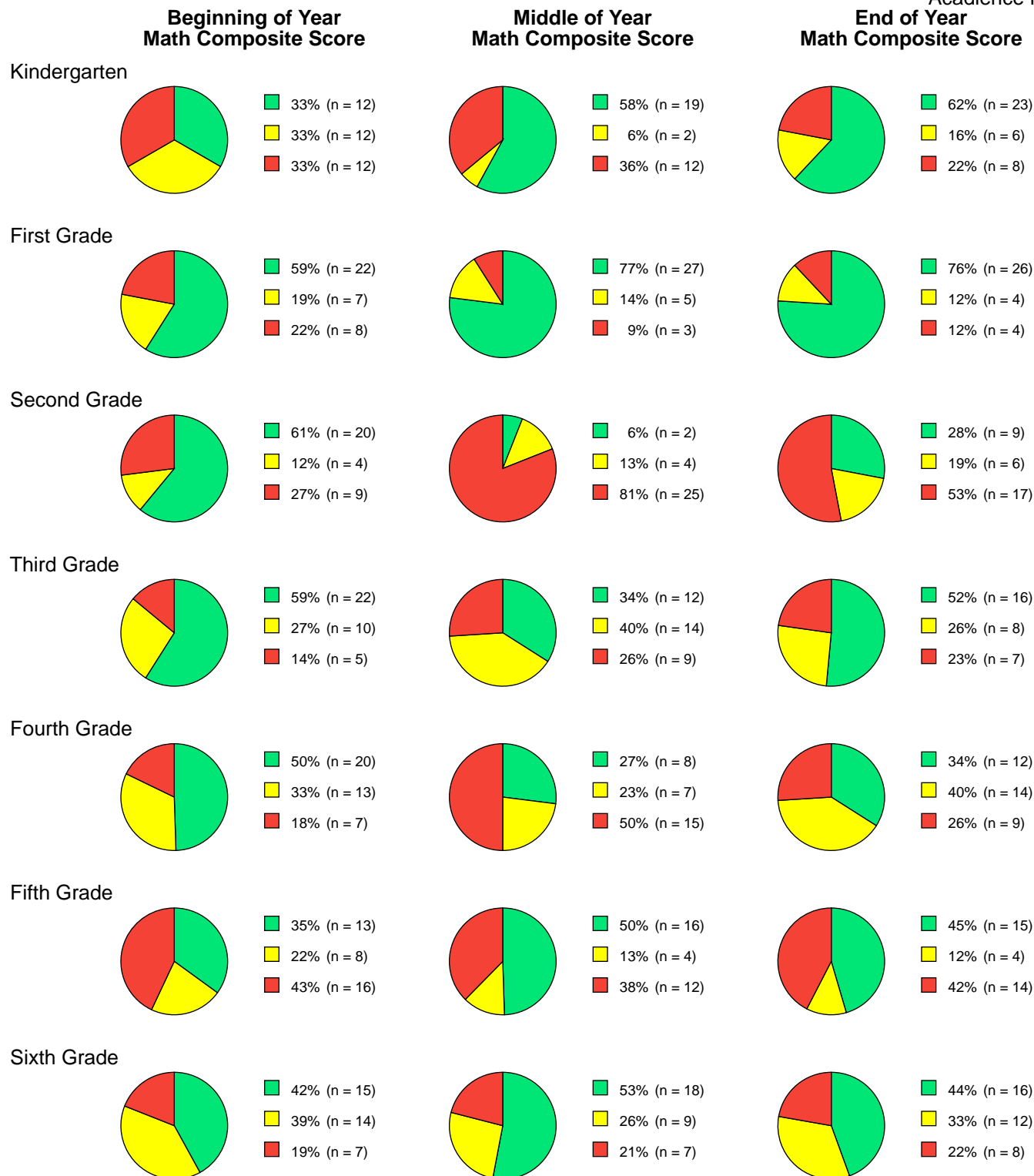
- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- - - Aimline
- ◎ Target Score
- Benchmark Goal
- ■ ■ Cut Point for Risk
- | Instructional Support Change Line
- Three or more consecutive scores below the aimline




Computation Level 3



Status Report

Acadience Math



Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support