## Sample Family Letter: For Demonstration Purposes Only

*This sample illustrates one way a school or district might communicate USNS results and instructional next steps to families. Schools should adapt the language and recommended supports to align with local policies and practices.*

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To the family of Sample Student 1,

We have completed our Fall Number Sense interviews which allowed us to hear your child count, read numbers, and solve addition/subtraction problems. We look forward to working together with you this year to support your child's growth in mathematics.

**During the assessment your student demonstrated the ability to:**

- Use strategies that will support their math learning this year
- Count from 1 to 22 by ones
- Count starting from any number under 100 ("Count up starting at 38")
- Count by 10s to 100.
- Read numbers to 20 with confidence.
- Count a set of up to 15 objects.
- Add to combine small sets. "I have 3 in this hand, and 4 in my other hand. How many is that?"
- Solve simple subtraction problems. "There were 8. I ate 2. How many now?"
- Identify different pairs of numbers that have a total of 5
- Without counting from one, identify 13 as the number equal to a group of 10 and 3 more.

**Your student could benefit from additional support with:**

- Continued enrichment opportunities that support your student's progress as the curriculum advances

**Resources for helping your child at home:**

- Math at Home from The Math Learning Center - free resources for math learning at home

https://mathathome.mathlearningcenter.org/grade/1

- Math Anywhere - ideas for younger children and their parents.

https://www.mathanywhere.org/

- Bedtime Math - mathematical stories and conversation starters for caregivers and children

https://bedtimemath.org/

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To the family of Sample Student 2,

We have completed our Fall Number Sense interviews which allowed us to hear your child count, read numbers, and solve addition/subtraction problems. We look forward to working together with you this year to support your child's growth in mathematics.

**During the assessment your student demonstrated the ability to:**

- Use strategies that will support their math learning this year
- Count from 1 to 22 by ones
- Count starting from any number under 100 ("Count up starting at 38")
- Count by 10s to 100.
- Read numbers to 20 with confidence.
- Count a set of up to 15 objects.
- Add to combine small sets. "I have 3 in this hand, and 4 in my other hand. How many is that?"
- Identify different pairs of numbers that have a total of 5
- Without counting from one, identify 13 as the number equal to a group of 10 and 3 more.

**Your student could benefit from additional support with:**

- Mentally subtracting 1 or 2 objects from sets of fewer than 10 objects.

Set out a small number of objects, like 6 pennies. Cover them all with your hand and remove 2. Ask, "How many are still under my hand?" Then reveal the 4 pennies to confirm. Take turns setting out the pennies and removing some. When it's your turn to determine how many remain under your child's hand, explain your thinking: "There were 5. I see the 2 you took out. 2 more would be just 4, so it has to be 3 under your hand!"

- Continued enrichment opportunities that support your student's progress as the curriculum advances

**Resources for helping your child at home:**

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- Math Anywhere - ideas for younger children and their parents.

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- Bedtime Math - mathematical stories and conversation starters for caregivers and children

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To the family of Sample Student 3,

We have completed our Fall Number Sense interviews which allowed us to hear your child count, read numbers, and solve addition/subtraction problems. We look forward to working together with you this year to support your child's growth in mathematics.

**During the assessment your student demonstrated the ability to:**

- Use strategies that will support their math learning this year
- Count from 1 to 22 by ones
- Count starting from any number under 100 ("Count up starting at 38")
- Count by 10s to 100.
- Read numbers to 20 with confidence.
- Count a set of up to 15 objects.
- Add to combine small sets. "I have 3 in this hand, and 4 in my other hand. How many is that?"
- Solve simple subtraction problems. "There were 8. I ate 2. How many now?"
- Identify different pairs of numbers that have a total of 5
- Without counting from one, identify 13 as the number equal to a group of 10 and 3 more.

**Your student could benefit from additional support with:**

- Continued enrichment opportunities that support your student's progress as the curriculum advances

**Resources for helping your child at home:**

- Math at Home from The Math Learning Center - free resources for math learning at home

https://mathathome.mathlearningcenter.org/grade/1

- Math Anywhere - ideas for younger children and their parents.

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To the family of Sample Student 4,

We have completed our Fall Number Sense interviews which allowed us to hear your child count, read numbers, and solve addition/subtraction problems. We look forward to working together with you this year to support your child's growth in mathematics.

**During the assessment your student demonstrated the ability to:**

- Use strategies that will support their math learning this year
- Count from 1 to 22 by ones
- Count starting from any number under 100 ("Count up starting at 38")
- Count by 10s to 100.
- Read numbers to 20 with confidence.
- Count a set of up to 15 objects.
- Identify different pairs of numbers that have a total of 5
- Without counting from one, identify 13 as the number equal to a group of 10 and 3 more.

**Your student could benefit from additional support with:**

- Subtracting one or two from a set of things under 10 without counting all the objects.

Set out a small number of objects like 6 pennies. Cover them all with your hand and remove 2. Ask them to determine how many pennies remain under your hand. Then reveal the pennies to confirm. Take turns setting out the pennies and removing some. When it's your turn to determine how many remain under your child's hand, explain your thinking: "There were 5. I see the 2 you took out. If you took 1, that would be 4, so it must be 3."

- Mentally subtracting 1 or 2 objects from sets of fewer than 10 objects.

Set out a small number of objects, like 6 pennies. Cover them all with your hand and remove 2. Ask, "How many are still under my hand?" Then reveal the 4 pennies to confirm. Take turns setting out the pennies and removing some. When it's your turn to determine how many remain under your child's hand, explain your thinking: "There were 5. I see the 2 you took out. 2 more would be just 4, so it has to be 3 under your hand!"

- Continued enrichment opportunities that support your student's progress as the curriculum advances

**Resources for helping your child at home:**

- Math at Home from The Math Learning Center - free resources for math learning at home

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- Math Anywhere - ideas for younger children and their parents.

https://www.mathanywhere.org/

- Bedtime Math - mathematical stories and conversation starters for caregivers and children

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