

Strip Mining

You are a 5th Grade Mathematics Teacher:

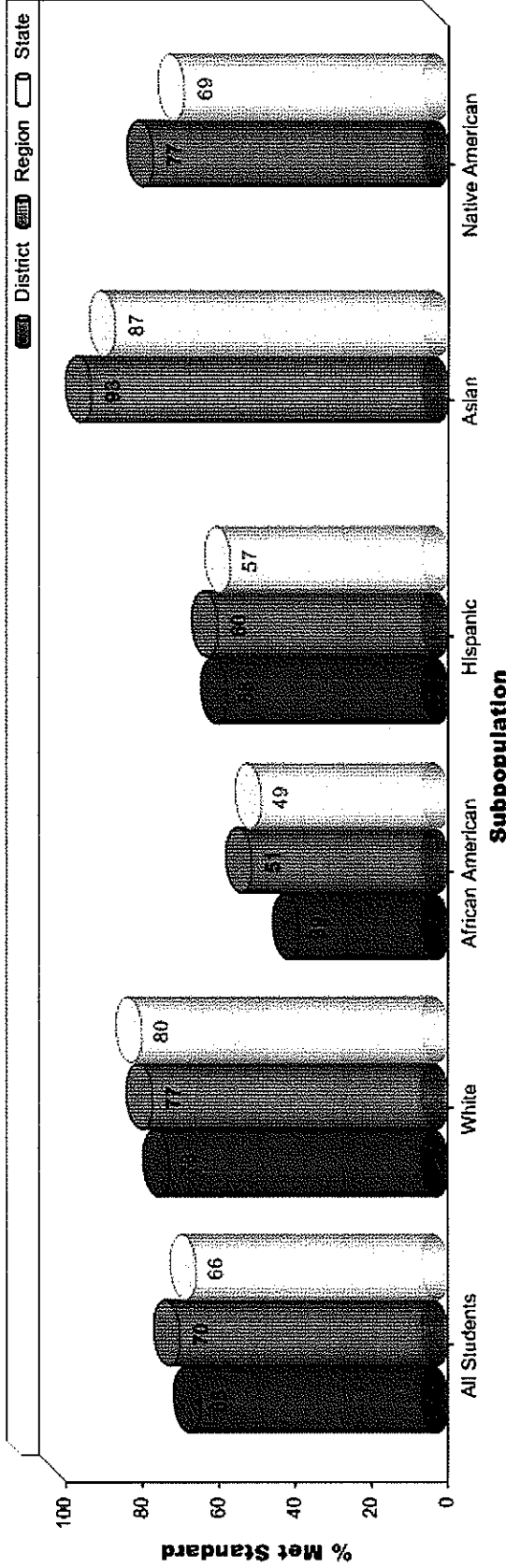
1. Go to COMPASS Data Management System (<https://compass.esc7.net>).
2. Look under District Reports and print out: (for 5th Grade Mathematics, April 2004, Campus TGES1)
 - a. Subpopulation Analysis Report – both for ethnicity and accountability, comparing the district to the region and the state.
 - b. Objective Mastery Report
 - c. Student Expectation Mastery Report
3. Individually look through the general data and record some findings.
4. As a table, share your findings. Generate a few more findings together.
5. *For Objective 4 ONLY*, brainstorm together and generate 3 – 4 questions that you will have to “drill-down” to get.





Subpopulation Analysis Demo Middle School

Subject: Mathematics Grade: 08 Language: English Administration: April 2004
 Questions: 50 Met Strd Raw: 28/50 Met Strd Scale: 2057 Cmd Perf Raw: 45/50 Cmd Perf Scale: 2400



Subpopulation	Campus			District			Region			State		
	Count	MetStrd	%MetStrd	Count	MetStrd	%MetStrd	Count	MetStrd	%MetStrd	Count	MetStrd	%MetStrd
All Students	no All Students students			236	154	65%	10480	7365	70%	285712	188569	66%
White	no White students			150	110	73%	6947	5378	77%	123373	98698	80%
African American	no African American students			33	13	39%	1924	988	51%	39603	19405	49%
Hispanic	no Hispanic students			53	31	58%	1504	909	60%	113351	64610	57%
Asian	no Asian students			no Asian students			69	64	93%	8558	7445	87%
Native American	no Native American students			no Native American students			26	20	77%	968	667	69%

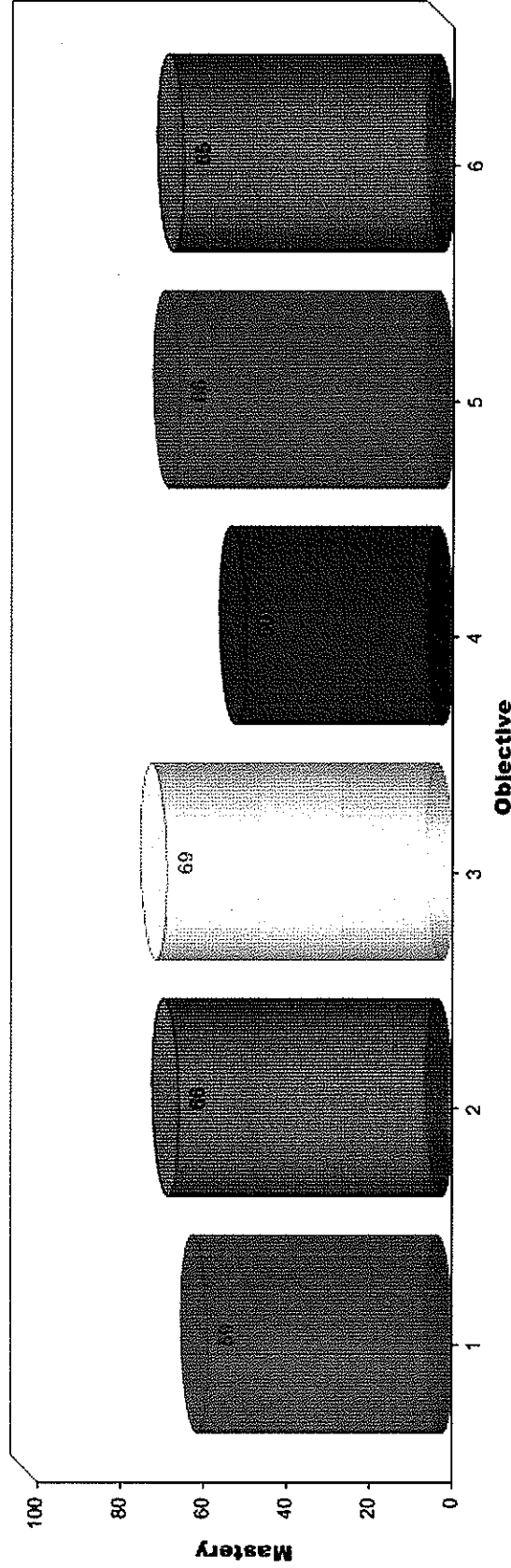


Objective Mastery Demo Middle School

Subject: Mathematics Grade: 08 Language: English Administration: April 2004
Questions: 50 Met Strd Raw: 28/50 Met Strd Scale: 2057 Cnd Perf Raw: 45/50 Cnd Perf Scale: 2400

Obj	Description	Tested	Mastery
1	Demonstrate an understanding of numbers, operations, and quantitative reasoning.	10	59%
2	Demonstrate an understanding of patterns, relationships, and algebraic reasoning.	10	66%
3	Demonstrate an understanding of geometry and spatial reasoning.	7	69%
4	Demonstrate an understanding of the concepts and uses of measurement.	5	50%
5	Demonstrate an understanding of probability and statistics.	8	66%
6	Demonstrate an understanding of the mathematical processes and tools used in problem solving.	10	65%

Students Tested: 211





SE Mastery Demo Middle School

Subject: Mathematics Grade: 08 Language: English Administration: April 2004
Questions: 50 Met Strd Raw: 28/50 Met Strd Scale: 2057 Cnd Perf Raw: 45/50 Cnd Perf Scale: 2400

SE	Description	Tested	Mastery
8.1A	compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals	1	45%
8.1B	select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships	1	49%
8.1C	approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (π , square root of 2)	1	56%
8.1D	express numbers in scientific notation, including negative exponents, in appropriate problem situations using a calculator	2	54%
8.2A	select and use appropriate operations to solve problems and justify the selections	1	79%
8.2B	add, subtract, multiply, and divide rational numbers in problem situations	2	59%
8.2C	evaluate a solution for reasonableness	1	72%
8.2D	use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, $a = 1.4h$	1	61%
8.3A	compare and contrast proportional and non-proportional relationships	2	79%
8.3B	estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates	2	60%
8.4A	generate a different representation given one representation of data such as a table, graph, equation, or verbal description	2	70%
8.5A	estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	2	74%
8.5B	use an algebraic expression to find any term in a sequence	2	44%
8.6A	generate similar shapes using dilations including enlargements and reductions	1	39%
8.6B	graph dilations, reflections, and translations on a coordinate plane	1	76%
8.7A	draw solids from different perspectives	1	73%
8.7B	use geometric concepts and properties to solve problems in fields such as art and architecture	2	68%
8.7C	use pictures or models to demonstrate the Pythagorean Theorem	1	71%
8.7D	locate and name points on a coordinate plane using ordered pairs of rational numbers	1	90%
8.8A	find surface area of prisms and cylinders using concrete models and nets (two-dimensional models)	1	50%
8.8C	estimate answers and use formulas to solve application problems involving surface area and volume	1	46%
8.9A	use the Pythagorean Theorem to solve real-life problems	1	62%
8.9B	use proportional relationships in similar shapes to find missing measurements	1	45%

Students Tested: 211



SE Mastery Demo Middle School

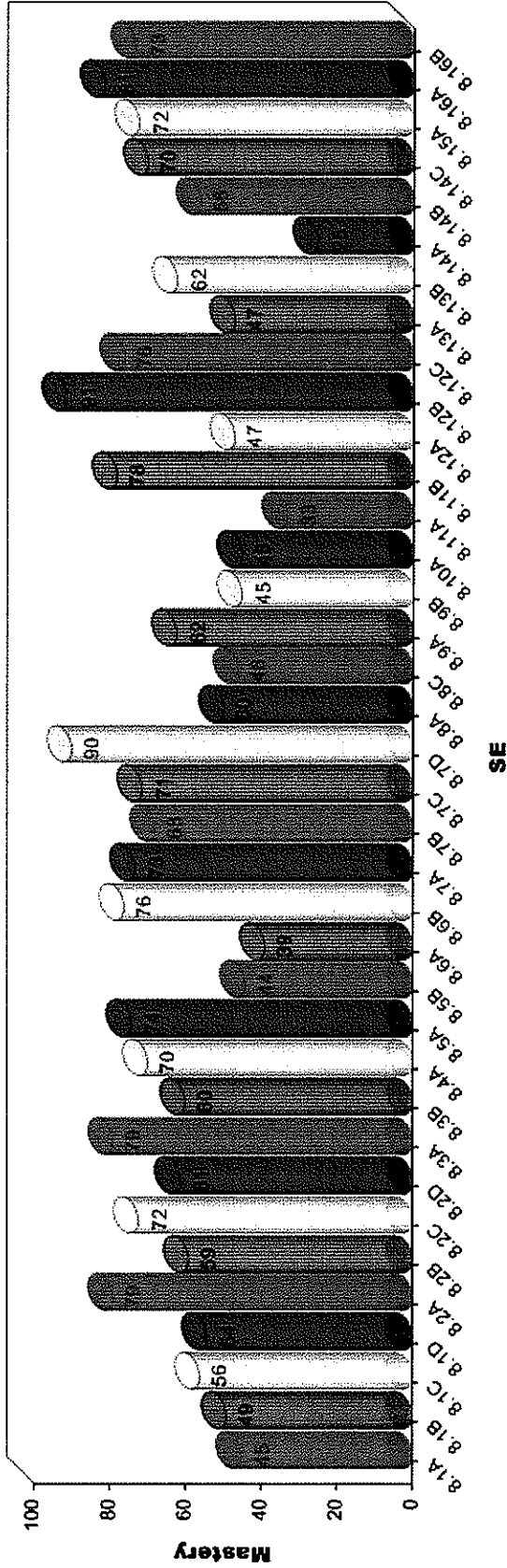
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SE	Description	Tested	Mastery
8.10A	describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally	1	45%
8.11A	find the probabilities of compound events (dependent and independent)	1	33%
8.11B	use theoretical probabilities and experimental results to make predictions and decisions	1	78%
8.12A	select the appropriate measure of central tendency to describe a set of data for a particular purpose	1	47%
8.12B	draw conclusions and make predictions by analyzing trends in scatterplots	2	91%
8.12C	construct circle graphs, bar graphs, and histograms, with and without technology	1	76%
8.13A	evaluate methods of sampling to determine validity of an inference made from a set of data	1	47%
8.13B	recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis	1	62%
8.14A	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics	1	25%
8.14B	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	2	56%
8.14C	select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backward	2	70%
8.15A	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	2	72%
8.16A	make conjectures from patterns or sets of examples and nonexamples	1	81%
8.16B	validate his/her conclusions using mathematical properties and relationships	2	73%



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FINDINGS

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QUESTIONS

