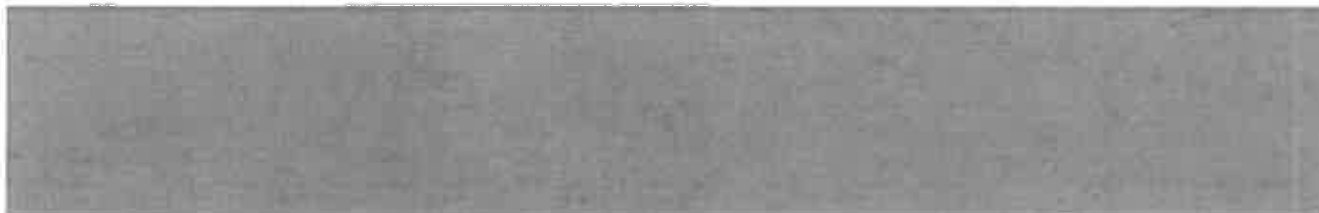


**Dover, NH School District
Smarter Balanced Assessment Results
October 3, 2016**



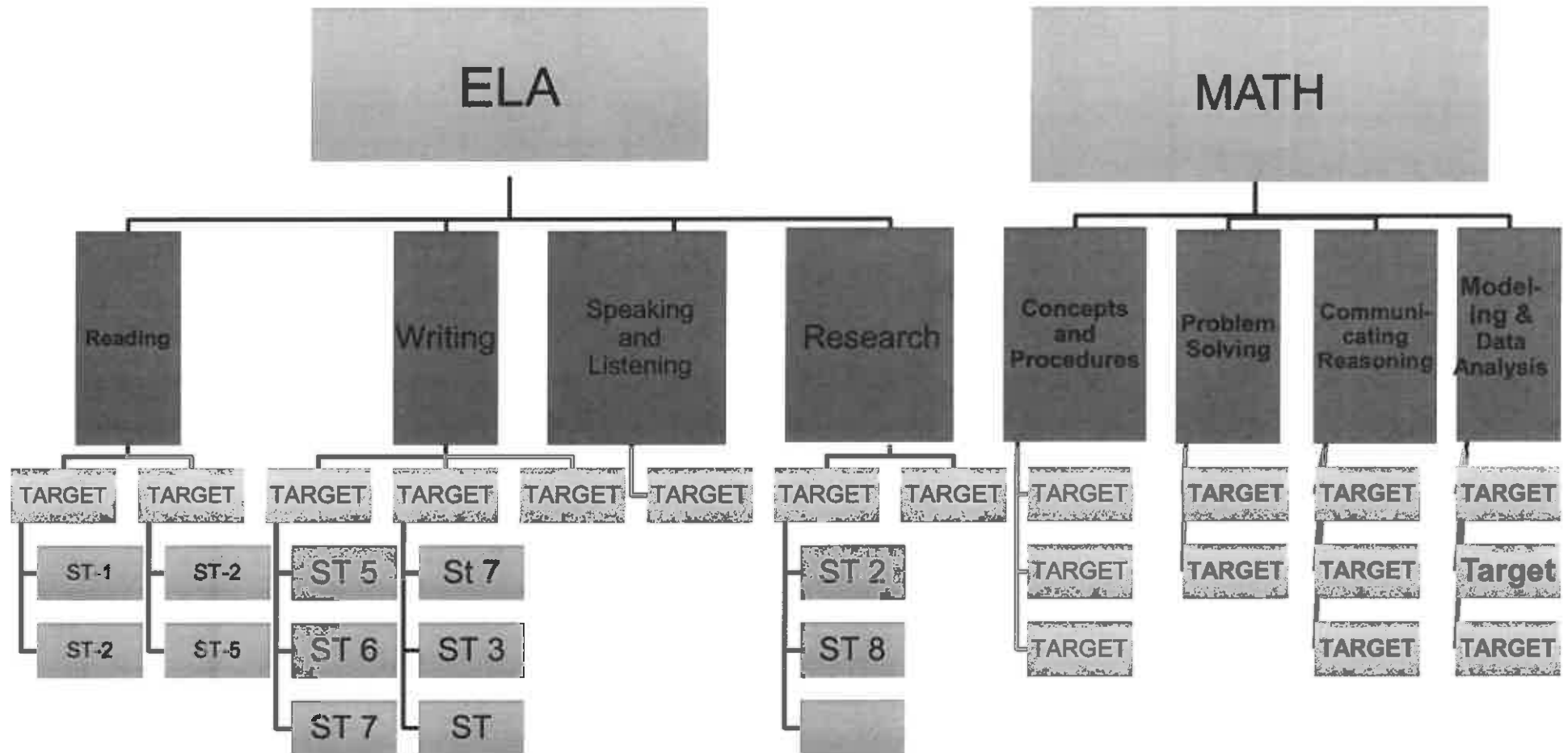
CLAIMS and TARGETS

The Smarter Balanced Assessments Measure

Common Core Content and Practices/Skills

Through a series of
CLAIMS and **TARGETS**

Subject → Claims → Targets → Standards





CLAIM	TARGET	STANDARD
Math Claim 3: Communicating Reasoning	Target C: State logical assumptions being used.	3.NF.1 3.NF.2 3.NF.3 3.MD.7

Smarter Balanced Assessment MATH 2014-2015 and 2015-2016 Percentage of Students at Level 3 or Above

	2014-2015		2015-2016 Notes	2015-2016		2015-2016 Notes
	NH	Dover		NH	Dover	
Grade 3	51%	53%	HSS 3 rd graders performed above the state average	56%	51%	GES 3 rd graders performed above the state average
Grade 4	49%	51%	GES 4 th graders performed above the state average	51%	43%	
Grade 5	44%	38%		46%	42%	
Grade 6	45%	50%	DMS 6 th graders performed above the state average	45%	42%	
Grade 7	51%	58%	DMS 7 th graders performed above the state average	50%	64%	DMS 7 th graders performed above the state average
Grade 8	44%	54%	DMS 8 th graders performed above the state average	45%	63%	DMS 8 th graders performed above the state average

Smarter Balanced Assessment ELA 2014-2015 and 2015-2016 Percentage of Students at Level 3 or Above

	2014-2015		2015-2016 Notes	2015-2016		2015-2016 Notes
	NH	Dover		NH	Dover	
Grade 3	55%	52%		57%	55%	GES 3 rd graders performed above the state average (65%)
Grade 4	56%	54%		58%	57%	
Grade 5	63%	60%		63%	60%	
Grade 6	57%	68%	DMS 6 th graders performed above the state average	60%	62%	DMS 6 th graders performed above the state average
Grade 7	63%	78%	DMS 7 th graders performed well above the state average	64%	77%	DMS 7 th graders performed well above the state average
Grade 8	58%	60%	DMS 8 th graders performed above the state average	62%	79%	DMS 8 th graders performed well above the state average

SBAC Summative ~ ELA ~ Grade 5

2015-2016

Section	Description	L4 – Proficient with Distinction		L3 – Proficient		L2 – Partially Proficient		L1 – Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		Level 4		Level 3		Level 2		Level 1		
Overall ELA Scale Score	SBAC Summative – ELA – Grade 5	81	28.9%	87	31.1%	55	19.6%	57	20.4%	280
		N/A		Above Standard		At/Near Standard		Below Standard		
Reading Claim Scale	SBAC Summative – ELA – Grade 5			82	29.3%	134	47.9%	64	22.9%	280
		76-100%		51-75%		26-50%		0-25%		
C1 – Target – Literary: Key Details (1)	SBAC Summative – ELA – Grade 5	83	31.6%	0	0%	25	9.5%	155	58.9%	263
C1 – Target – Literary: Central Ideas (2)	SBAC Summative – ELA – Grade 5	54	19.3%	0	0%	102	36.4%	124	44.3%	280
C1 – Target – Literary: Word Meanings (3)	SBAC Summative – ELA – Grade 5	133	64.6%	0	0%	9	4.4%	64	31.1%	206
C1 – Target – Literary: Reasoning and Evaluation (4)	SBAC Summative – ELA – Grade 5	68	24.3%	29	10.4%	104	37.1%	79	28.2%	280
C1 – Target – Literary: Analysis within/across Texts (5)	SBAC Summative – ELA – Grade 5	5	23.8%	0	0%	0	0%	16	76.2%	21
C1 – Target – Literary: Text Structures and Features (6)	SBAC Summative – ELA – Grade 5	68	38.4%	0	0%	0	0%	109	61.6%	177
C1 – Target – Literary: Language Use (7)	SBAC Summative – ELA – Grade 5	88	53.3%	0	0%	0	0%	77	46.7%	165
C1 – Target – Informational: Key Details (8)	SBAC Summative – ELA – Grade 5	82	29.3%	0	0%	45	16.1%	153	54.6%	280
C1 – Target – Informational: Central Ideas (9)	SBAC Summative – ELA – Grade 5	43	15.4%	0	0%	109	38.9%	128	45.7%	280

SBAC Summative ~ ELA ~ Grade 5

2015-2016

Section	Description	L4 – Proficient with Distinction		L3 – Proficient		L2 – Partially Proficient		L1 – Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		Level 4		Level 3		Level 2		Level 1		
C1 – Target – Informational: Word Meanings (10)	SBAC Summative – ELA – Grade 5	124	55.4%	0	0%	29	12.9%	71	31.7%	224
C1 – Target – Informational: Reasoning and Evaluation (11)	SBAC Summative – ELA – Grade 5	64	22.9%	2	0.7%	69	24.6%	145	51.8%	280
C1 – Target – Informational: Analysis within/across Texts (12)	SBAC Summative – ELA – Grade 5	27	31.4%	0	0%	0	0%	59	68.6%	86
C1 – Target – Informational: Text Structures and Features (13)	SBAC Summative – ELA – Grade 5	80	45.7%	0	0%	1	0.6%	94	53.7%	175
C1 – Target – Informational: Language Use (14)	SBAC Summative – ELA – Grade 5	95	39.3%	0	0%	31	12.8%	116	47.9%	242
		N/A		Above Standard		At/Near Standard		Below Standard		
Writing Claim Scale	SBAC Summative – ELA – Grade 5			102	36.4%	120	42.9%	58	20.7%	280
C2 – Target – Organization/Purpose/Evidence/Elaboration: Write Brief Texts (1a/3a/6a)	SBAC Summative – ELA – Grade 5	49	17.5%	0	0%	124	44.3%	107	38.2%	280
C2 – Target – Organization/Purpose/Evidence/Elaboration: Revise Brief Texts (1b/3b/6b)	SBAC Summative – ELA – Grade 5	68	24.3%	5	1.8%	118	42.1%	89	31.8%	280
C2 – Target – Organization/Purpose/Evidence/Elaboration: Compose Full Texts (2/4/7)	SBAC Summative – ELA – Grade 5	66	23.6%	70	25.0%	98	35.0%	46	16.4%	280
C2 – Target – Evidence/Elaboration: Language and Vocabulary Use (8)	SBAC Summative – ELA – Grade 5	107	38.2%	22	7.9%	121	43.2%	30	10.7%	280

SBAC Summative ~ ELA ~ Grade 5

2015-2016

Section	Description	L4 – Proficient with Distinction		L3 – Proficient		L2 – Partially Proficient		L1 – Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		Level 4		Level 3		Level 2		Level 1		
C2 – Target – Conventions: Edit/Clarify (9)	SBAC Summative – ELA – Grade 5	58	20.7%	82	29.3%	84	30.0%	56	20.0%	280
		N/A		Above Standard		At/Near Standard		Below Standard		
Speaking/Listening Claim Scale	SBAC Summative – ELA – Grade 5			62	22.1	172	61.4%	46	16.4%	280
		75-100%		51-75%		25-50%		0-25%		
C3 – Target – Listening: Listen/Interpret (4)	SBAC Summative – ELA – Grade 5	8	2.9%	56	20.0%	136	48.6%	80	28.6%	280
		N/A		Above Standard		At/Near Standard		Below Standard		
Research Claim Scale	SBAC Summative – ELA – Grade 5			104	37.1%	140	50.0%	36	12.9%	280
		75-100%		51-75%		25-50%		0-25%		
C4 – Target – Research: Interpret and Integrate Information (2)	SBAC Summative – ELA – Grade 5	49	17.5%	51	18.2%	119	42.5%	61	21.8%	280
C4 – Target – Research: Analyze Information/Sources (3)	SBAC Summative – ELA – Grade 5	13	4.6%	41	14.6%	90	32.1%	136	48.6%	280
C4 – Target – Research: Use Evidence (4)	SBAC Summative – ELA – Grade 5	28	10.0%	36	12.9%	83	29.6%	133	47.5%	280

Eighth Grade Male Dover Student Since Kindergarten

Date	Assessment Name	Section Name	Score	Proficiency Level	Subject
9/1/2008	<u>PALS - Kindergarten - Fall</u>	Summed Score (Total)	91	 L3 - Proficient	Reading
5/1/2009	<u>PALS - Kindergarten - Spring</u>	Summed Score (Total)	99	 L3 - Proficient	Reading
9/1/2009	<u>PALS - Grade 1 - Fall</u>				Reading
5/1/2010	<u>PALS - Grade 1 - Spring</u>				Reading
5/27/2011	<u>Spring Fact Fluency 2nd Grade (GAO)</u>	Addition Facts	50	 L4 - Proficient with Distinction	Mathematics
5/27/2011	<u>Spring Fact Fluency 2nd Grade (GAO)</u>	Subtraction Facts	42	 L3 - Proficient	Mathematics
5/27/2011	<u>Spring Numeracy 2nd Grade (GAO)</u>	Total Score	17	 L4 - Proficient with Distinction	Mathematics
9/12/2011	<u>Fall Fact Fluency 3rd Grade (GAO)</u>	Addition Facts	45	 L3 - Proficient	Mathematics
9/12/2011	<u>Fall Fact Fluency 3rd Grade (GAO)</u>	Subtraction Facts	11	 L1 - Substantially Below Proficient	Mathematics
9/12/2011	<u>Fall Numeracy 3rd Grade (GAO)</u>	Total Score	15	 L3 - Proficient	Mathematics
10/15/2011	<u>NECAP 2011 - Math - Grade 3</u>	Math Scale Score	358	 L4 - Proficient with Distinction	Mathematics
10/15/2011	<u>NECAP 2011 - Reading - Grade 3</u>	Reading Scale Score	356	 L3 - Proficient	Reading
2/3/2012	<u>Winter Fact Fluency 3rd Grade (GAO)</u>	Addition Facts	45	 L3 - Proficient	Mathematics
2/3/2012	<u>Winter Fact Fluency 3rd Grade (GAO)</u>	Subtraction Facts	28	 L2 - Partially Proficient	Mathematics
2/3/2012	<u>Winter Fact Fluency 3rd Grade (GAO)</u>	Multiplication Facts	30	 L2 - Partially Proficient	Mathematics
2/3/2012	<u>Winter Numeracy 3rd Grade (GAO)</u>	Total Score	19	 L4 - Proficient with Distinction	Mathematics
5/18/2012	<u>Spring Fact Fluency 3rd Grade (GAO)</u>	Addition Facts	60	 L4 - Proficient with Distinction	Mathematics
5/18/2012	<u>Spring Fact Fluency 3rd Grade (GAO)</u>	Subtraction Facts	35	 L2 - Partially Proficient	Mathematics
5/18/2012	<u>Spring Fact Fluency 3rd Grade (GAO)</u>	Multiplication Facts	38	 L2 - Partially Proficient	Mathematics
5/18/2012	<u>Spring Fact Fluency 3rd Grade (GAO)</u>	Division Facts	27	 L2 - Partially Proficient	Mathematics
5/18/2012	<u>Spring Numeracy 3rd Grade B (GAO)</u>	Total Score	19.0000	 L4 - Proficient with Distinction	Mathematics

Eighth Grade Male Student who has been with us since Kindergarten

9/12/2012	<u>Fall Fact Fluency 4th Grade (GAO)</u>	Addition Facts	32	L2 - Partially Proficient	Mathematics
9/12/2012	<u>Fall Fact Fluency 4th Grade (GAO)</u>	Subtraction Facts	21	L2 - Partially Proficient	Mathematics
9/12/2012	<u>Fall Fact Fluency 4th Grade (GAO)</u>	Multiplication Facts	4	L1 - Substantially Below Proficient	Mathematics
9/12/2012	<u>Fall Numeracy 4th Grade (GAO)</u>	Total Score	16	L3 - Proficient	Mathematics
10/15/2012	<u>NECAP 2012 - Math - Grade 4</u>	Math Scale Score	460	L4 - Proficient with Distinction	Mathematics
10/15/2012	<u>NECAP 2012 - Reading - Grade 4</u>	Reading Scale Score	453	L3 - Proficient	Reading
2/4/2013	<u>Winter Fact Fluency 4th Grade (GAO)</u>	Addition Facts	38	L2 - Partially Proficient	Mathematics
2/4/2013	<u>Winter Fact Fluency 4th Grade (GAO)</u>	Subtraction Facts	49	L3 - Proficient	Mathematics
2/4/2013	<u>Winter Fact Fluency 4th Grade (GAO)</u>	Multiplication Facts	32	L2 - Partially Proficient	Mathematics
2/4/2013	<u>Winter Fact Fluency 4th Grade (GAO)</u>	Division Facts	40	L3 - Proficient	Mathematics
2/4/2013	<u>Winter Numeracy 4th Grade (GAO)</u>	Total Score	15	L3 - Proficient	Mathematics
5/15/2013	<u>NECAP 2013 - Science - Grade 4</u>	Science Scale Score	444	L3 - Proficient	Science Literacy
5/20/2013	<u>Spring Fact Fluency 4th Grade (GAO)</u>	Addition Facts	27	L2 - Partially Proficient	Mathematics
5/20/2013	<u>Spring Fact Fluency 4th Grade (GAO)</u>	Subtraction Facts	23	L2 - Partially Proficient	Mathematics
5/20/2013	<u>Spring Fact Fluency 4th Grade (GAO)</u>	Multiplication Facts	44	L3 - Proficient	Mathematics
5/20/2013	<u>Spring Fact Fluency 4th Grade (GAO)</u>	Division Facts	51	L4 - Proficient with Distinction	Mathematics
5/20/2013	<u>Spring Numeracy 4th Grade (GAO)</u>	Total Score	20	L4 - Proficient with Distinction	Mathematics
9/12/2013	<u>Fall Numeracy 5th Grade (GAO)</u>	Total Score	12	L2 - Partially Proficient	Mathematics
10/1/2013	<u>STAR - 2013-14 - Fall - Mathematics - Grade 5</u>	Scale Score	763	On Watch	Mathematics
10/1/2013	<u>STAR - 2013-14 - Fall - Reading - Grade 5</u>	Scale Score	914	At/Above Benchmark	Reading
10/15/2013	<u>NECAP 2013 - Math - Grade 5</u>	Math Scale Score	553	L3 - Proficient	Mathematics
10/15/2013	<u>NECAP 2013 - Reading - Grade 5</u>	Reading Scale Score	555	L3 - Proficient	Reading
10/15/2013	<u>NECAP 2013 - Writing - Grade 5</u>	Writing Scale Score	536	L2 - Partially Proficient	Written and Oral Communication
2/1/2014	<u>STAR - 2013-14 - Winter - Mathematics - Grade 5</u>	Scale Score	806	L4 - Proficient with Distinction	Mathematics
2/1/2014	<u>STAR - 2013-14 - Winter - Reading - Grade 5</u>	Scale Score	887	L4 - Proficient with Distinction	Reading

Eighth Grade Male Dover Student Since Kindergarten

2/3/2014	<u>Winter Numeracy 5th Grade (GAO)</u>	Total Score	6	L1 - Substantially Below Proficient	Mathematics
5/1/2014	<u>STAR - 2013-14 - Spring - Mathematics - Grade 5</u>	Scale Score	812	L3 - Proficient	Mathematics
5/1/2014	<u>STAR - 2013-14 - Spring - Reading - Grade 5</u>	Scale Score	922	L3 - Proficient	Reading
6/2/2014	<u>Spring Numeracy 5th Grade (GAO)</u>	Total Score	18	L4 - Proficient with Distinction	Mathematics
9/12/2014	<u>Fall Numeracy 6th Grade (KR)</u>	Percent Score	75	L3 - Proficient	Mathematics
9/30/2014	<u>STAR with Skills - 2014-15 - Fall - Mathematics - Grade 6</u>	Scale Score	764	Quartile 3	Mathematics
9/30/2014	<u>STAR with Skills - 2014-15 - Fall - Reading - Grade 6</u>	Scale Score	787	Quartile 3	Reading
2/1/2015	<u>STAR with Skills - 2014-15 - Winter - Mathematics - Grade 6</u>	Scale Score	831	Quartile 4	Mathematics
2/1/2015	<u>STAR with Skills - 2014-15 - Winter - Reading - Grade 6</u>	Scale Score	1199	Quartile 4	Reading
4/15/2015	<u>SBAC Summative ~ ELA ~ Grade 6</u>	Overall ELA Scale Score	2595	Level 3	ELA
4/15/2015	<u>SBAC Summative ~ Math ~ Grade 6</u>	Overall Math Scale Score	2567	Level 3	Mathematics
5/1/2015	<u>STAR with Skills - 2014-15 - Spring - Mathematics - Grade 6</u>	Scale Score	823	Quartile 4	Mathematics
5/1/2015	<u>STAR with Skills - 2014-15 - Spring - Reading - Grade 6</u>	Scale Score	1184	Quartile 4	Reading
9/30/2015	<u>STAR with Skills - 2015-16 - Fall - Mathematics - Grade 7</u>	Scale Score	836	Quartile 4	Mathematics
9/30/2015	<u>STAR with Skills - 2015-16 - Fall - Reading - Grade 7</u>	Scale Score	1179	Quartile 4	Reading
2/1/2016	<u>STAR with Skills - 2015-16 - Winter - Mathematics - Grade 7</u>	Scale Score	836	Quartile 3	Mathematics
2/1/2016	<u>STAR with Skills - 2015-16 - Winter - Reading - Grade 7</u>	Scale Score	1325	Quartile 4	Reading
4/15/2016	<u>SBAC Summative ~ ELA ~ Grade 7</u>	Overall ELA Scale Score	2629	Level 3	ELA
4/15/2016	<u>SBAC Summative ~ Math ~ Grade 7</u>	Overall Math Scale Score	2600	Level 3	Mathematics
5/1/2016	<u>STAR with Skills - 2015-16 - Spring - Reading - Grade 7</u>	Scale Score	1180	Quartile 4	Reading

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
7.RP	Ratios & Proportional Relationships	
A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Recognize and represent proportional relationships between quantities.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Represent proportional relationships by equations.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems ~ Use proportional relationships to solve multistep ratio and percent problems.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
U	UNDEFINED - Ratios & Proportional Relationships	L3 - Proficient Number Times Addr: 4 Avg Prof: 3

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
7NS	The Number System	
A.1	Apply and extend previous understandings of operations with fractions ~ Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.1a	Apply and extend previous understandings of operations with fractions ~ Describe situations in which opposite quantities combine to make 0.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.1b	Apply and extend previous understandings of operations with fractions ~ Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.1c	Apply and extend previous understandings of operations with fractions ~ Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.1d	Apply and extend previous understandings of operations with fractions ~ Apply properties of operations as strategies to add and subtract rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2	Apply and extend previous understandings of operations with fractions ~ Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2a	Apply and extend previous understandings of operations with fractions ~ Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2b	Apply and extend previous understandings of operations with fractions ~ Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2c	Apply and extend previous understandings of operations with fractions ~ Apply properties of operations as strategies to multiply and divide rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2d	Apply and extend previous understandings of operations with fractions ~ Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.3	Apply and extend previous understandings of operations with fractions ~ Solve real-world and mathematical problems involving the four operations with rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
A.2b	Apply and extend previous understandings of operations with fractions ~ Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2c	Apply and extend previous understandings of operations with fractions ~ Apply properties of operations as strategies to multiply and divide rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.2d	Apply and extend previous understandings of operations with fractions ~ Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
A.3	Apply and extend previous understandings of operations with fractions ~ Solve real-world and mathematical problems involving the four operations with rational numbers.	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
U	UNDEFINED - The Number System	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
7.EE	Expressions & Equations	
A.1	Use properties of operations to generate equivalent expressions ~ Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
A.2	Use properties of operations to generate equivalent expressions ~ Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations ~ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations ~ Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations ~ Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations ~ Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
U	UNDEFINED - Expressions & Equations	L3 - Proficient Number Times Addr: 4 Avg Prof: 3
7.G	Geometry	
A.1	Draw construct, and describe geometrical figures and describe the relationships between them ~ Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
A.2	Draw construct, and describe geometrical figures and describe the relationships between them ~ Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
A.3	Draw construct, and describe geometrical figures and describe the relationships between them ~ Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume ~ Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.5	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume ~ Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume ~ Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	L2 - Partially Proficient Number Times Addr: 4 Avg Prof: 2.25
U	UNDEFINED - Geometry	L3 - Proficient Number Times Addr: 4 Avg Prof: 3

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
7.SP	Statistics & Probability	
A.1	Use random sampling to draw inferences about a population ~ Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
A.2	Use random sampling to draw inferences about a population ~ Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
B.3	Draw informal comparative inferences about two populations ~ Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
B.4	Draw informal comparative inferences about two populations ~ Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.5	Investigate chance processes and develop, use, and evaluate probability models ~ Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.6	Investigate chance processes and develop, use, and evaluate probability models ~ Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.7	Investigate chance processes and develop, use, and evaluate probability models ~ Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.7a	Investigate chance processes and develop, use, and evaluate probability models ~ Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.7b	Investigate chance processes and develop, use, and evaluate probability models ~ Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5

Eighth Grade Male Student

Standard	Proficiency Skill	Average Proficiency Level
Mathematics		
C.8	Investigate chance processes and develop, use, and evaluate probability models ~ Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	[REDACTED] L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.8a	Investigate chance processes and develop, use, and evaluate probability models ~ Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	[REDACTED] L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.8b	Investigate chance processes and develop, use, and evaluate probability models ~ Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	[REDACTED] L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
C.8c	Investigate chance processes and develop, use, and evaluate probability models ~ Design and use a simulation to generate frequencies for compound events.	[REDACTED] L4 - Proficient with Distinction Number Times Addr: 4 Avg Prof: 3.5
U	UNDEFINED - Statistics & Probability	[REDACTED] L3 - Proficient Number Times Addr: 4 Avg Prof: 3