



STAAR Item Analysis with Responses by Item for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 38 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
1	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.10A - The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. (R) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	D 97%	0 0%	1 3%	0 0%	37 97%	0 0%
2	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.06C - The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$ (S)	H 76%	5 13%	4 11%	29 76%	0 0%	0 0%
3	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.08A - The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 74%	1 3%	28 74%	5 13%	4 11%	0 0%
4	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13A - The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	H 92%	0 0%	2 5%	35 92%	1 3%	0 0%
5	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04B - The student is expected to solve and record multiplication problems (up to two digits times one digit) (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	A 58%	22 58%	2 5%	14 37%	0 0%	0 0%
6	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11C - The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	J 66%	0 0%	0 0%	13 34%	25 66%	0 0%
7	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.09A - The student is expected to identify congruent two-dimensional figures (S)	A 79%	30 79%	8 21%	0 0%	0 0%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
8	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.07B - The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R) DUAL: 3.15B - The student is expected to relate informal language to mathematical language and symbols (P)	H 61%	8 21%	1 3%	23 61%	6 16%	0 0%
9	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04A - The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	D 92%	0 0%	0 0%	3 8%	35 92%	0 0%
10	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13C - The student is expected to use data to describe events as more likely than, less likely than, or equally likely as (S) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	G 87%	0 0%	33 87%	0 0%	5 13%	0 0%
11	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.03B - The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999 (R) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	A 50%	19 50%	19 50%	0 0%	0 0%	0 0%
12	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04C - The student is expected to use models to solve division problems and use number sentences to record the solutions (R) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	G 79%	5 13%	30 79%	0 0%	3 8%	0 0%
13	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.12A - The student is expected to use a thermometer to measure temperature (S) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	A 68%	26 68%	2 5%	10 26%	0 0%	0 0%
14	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.02C - The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects (R)	H 82%	1 3%	6 16%	31 82%	0 0%	0 0%

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
15	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11B - The student is expected to use standard units to find the perimeter of a shape (R) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	B 45%	11 29%	17 45%	5 13%	5 13%	0 0%
16	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.03A - The student is expected to model addition and subtraction using pictures, words, and numbers (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	H 82%	4 11%	1 3%	31 82%	2 5%	0 0%
17	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.08A - The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R)	D 71%	1 3%	2 5%	8 21%	27 71%	0 0%
18	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.05A - The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations (S) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	J 47%	13 34%	6 16%	1 3%	18 47%	0 0%
19	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.06A - The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems (S) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	C 61%	5 13%	2 5%	23 61%	8 21%	0 0%
20	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.10A - The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. (R) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	J 71%	4 11%	7 18%	0 0%	27 71%	0 0%

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
21	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13A - The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data (R) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	A 71%	27 71%	3 8%	6 16%	2 5%	0 0%
22	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.01A - The student is expected to use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999 (S)	H 68%	5 13%	7 18%	26 68%	0 0%	0 0%
23	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.07B - The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	A 71%	27 71%	10 26%	0 0%	0 0%	1 3%
24	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.03B - The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999 (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	F 68%	26 68%	7 18%	3 8%	2 5%	0 0%
25	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11A - The student is expected to use linear measurement tools to estimate and measure lengths using standard units (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 71%	1 3%	27 71%	7 18%	3 8%	0 0%
26	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.08A - The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R) DUAL: 3.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	F 58%	22 58%	6 16%	7 18%	3 8%	0 0%
27	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11B - The student is expected to use standard units to find the perimeter of a shape (R) DUAL: 3.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	D 79%	4 11%	3 8%	1 3%	30 79%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

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28	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13B - The student is expected to interpret information from pictographs and bar graphs (S) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	F 71%	27 71%	0 0%	6 16%	5 13%	0 0%
29	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04C - The student is expected to use models to solve division problems and use number sentences to record the solutions (R) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	C 66%	12 32%	0 0%	25 66%	1 3%	0 0%
30	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.07A - The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs (S) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	F 63%	24 63%	1 3%	4 11%	9 24%	0 0%
31	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13C - The student is expected to use data to describe events as more likely than, less likely than, or equally likely as (S) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	B 63%	12 32%	24 63%	1 3%	1 3%	0 0%
32	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04B - The student is expected to solve and record multiplication problems (up to two digits times one digit) (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	H 53%	0 0%	11 29%	20 53%	7 18%	0 0%
33	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.08A - The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 74%	28 74%	9 24%	0 0%	1 3%	0 0%

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34	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.07B - The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	J 58%	3 8%	9 24%	4 11%	22 58%	0 0%
35	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11B - The student is expected to use standard units to find the perimeter of a shape (R) DUAL: 3.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	A 84%	32 84%	6 16%	0 0%	0 0%	0 0%
36	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.03B - The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999 (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	G 82%	1 3%	31 82%	1 3%	5 13%	0 0%
37	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.10A - The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. (R) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	C 84%	2 5%	3 8%	32 84%	1 3%	0 0%
38	Math-Gr3	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 3.13A - The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data (R) DUAL: 3.14B - The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	G 66%	3 8%	25 66%	7 18%	3 8%	0 0%
39	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.02C - The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects (R)	D 76%	5 13%	0 0%	3 8%	29 76%	1 3%
40	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.12B - The student is expected to tell and write time shown on analog and digital clocks (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	H 79%	5 13%	2 5%	30 79%	1 3%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
41	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04B - The student is expected to solve and record multiplication problems (up to two digits times one digit) (R) DUAL: 3.14A - The student is expected to identify the mathematics in everyday situations (P)	A 68%	26 68%	5 13%	2 5%	5 13%	0 0%
42	Math-Gr3	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement. SE: 3.11A - The student is expected to use linear measurement tools to estimate and measure lengths using standard units (S) DUAL: 3.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	G 32%	23 61%	12 32%	2 5%	1 3%	0 0%
43	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.06B - The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology (S) DUAL: 3.15B - The student is expected to relate informal language to mathematical language and symbols (P)	D 79%	6 16%	0 0%	2 5%	30 79%	0 0%
44	Math-Gr3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 3.09C - The student is expected to identify lines of symmetry in two-dimensional geometric figures (S) DUAL: 3.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	J 87%	1 3%	0 0%	4 11%	33 87%	0 0%
45	Math-Gr3	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 3.04C - The student is expected to use models to solve division problems and use number sentences to record the solutions (R) DUAL: 3.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	A 84%	32 84%	0 0%	4 11%	1 3%	1 3%
46	Math-Gr3	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 3.07B - The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R) DUAL: 3.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	J 87%	0 0%	2 5%	2 5%	33 87%	1 3%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

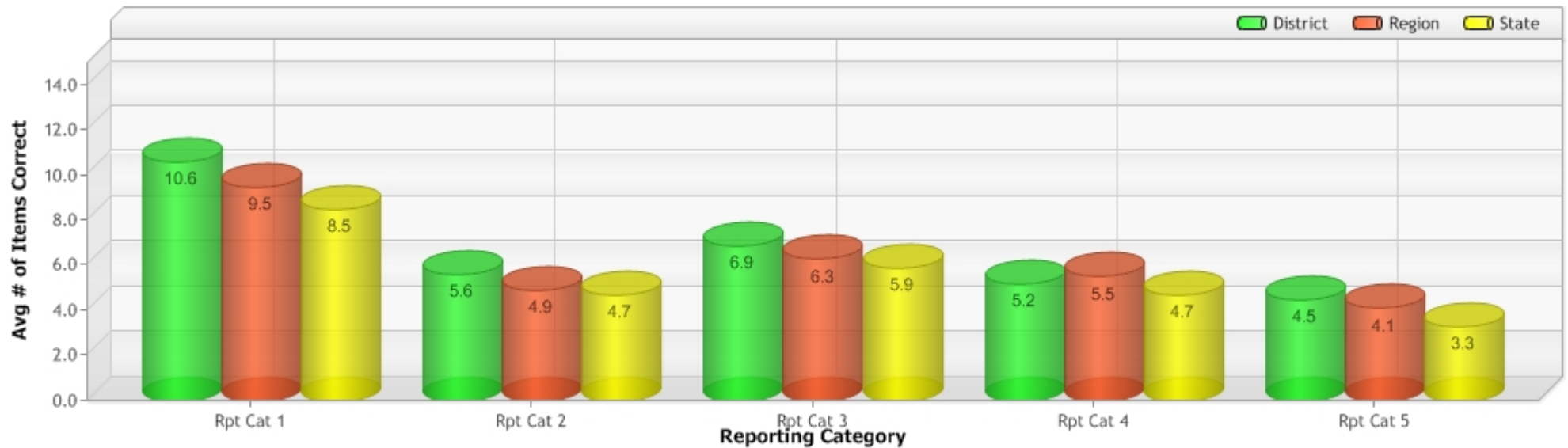
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STAAR Reporting Category Comparison for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
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Rpt Cat #	Description	Tested	District Average	Region Average	State Average
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	15	10.6	9.5	8.5
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	8	5.6	4.9	4.7
3	The student will demonstrate an understanding of geometry and spatial reasoning.	9	6.9	6.3	5.9
4	The student will demonstrate an understanding of the concepts and uses of measurement.	8	5.2	5.5	4.7
5	The student will demonstrate an understanding of probability and statistics.	6	4.5	4.1	3.3

Regional data may not reflect all districts in region. It is dependent on files received and ESC partnerships.

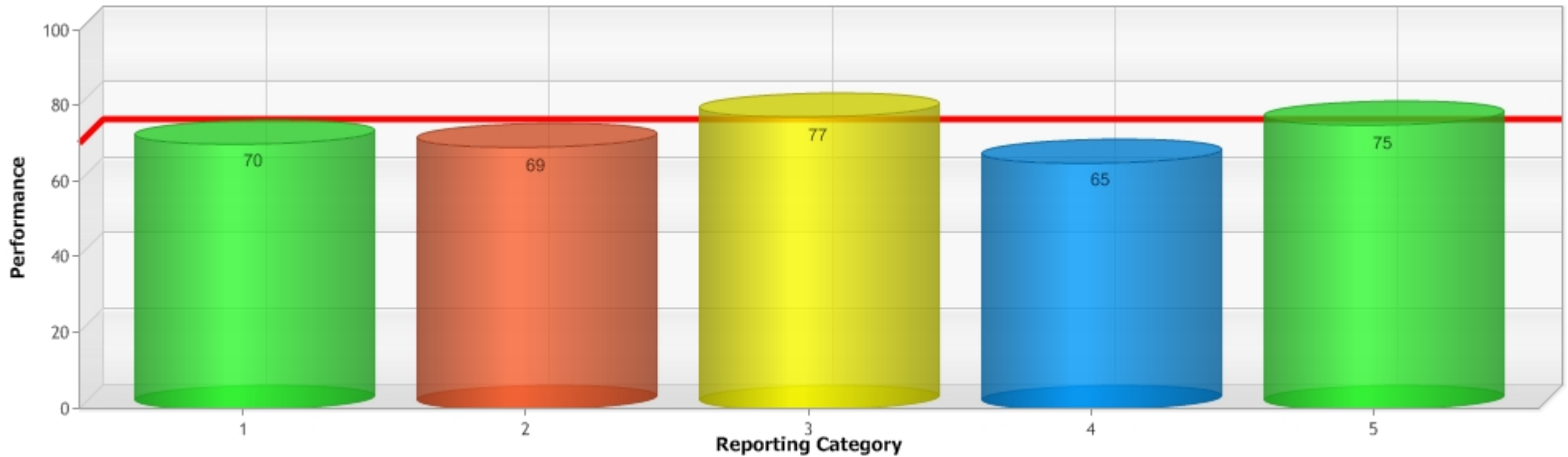


STAAR Reporting Category Performance for CRAWFORD ISD

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Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	15	33%	70%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	8	17%	69%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	9	20%	77%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	8	17%	65%
5	The student will demonstrate an understanding of probability and statistics.	6	13%	75%

* shaded row indicates mastery below 70%





STAAR Reporting Category SE Performance for CRAWFORD ISD

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Demographic Group(s): All Students

Student Count: 38 Source: Admin

Reporting Category	Description	Tested	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	15	70%	3.02C	R	Math-Gr3	2	79%
				3.03B	R	Math-Gr3	3	67%
				3.04B	R	Math-Gr3	3	60%
				3.04C	R	Math-Gr3	3	76%
				3.01A	S	Math-Gr3	1	68%
				3.01B	S	Math-Gr3	N/T	N/T
				3.01C	S	Math-Gr3	N/T	N/T
				3.03A	S	Math-Gr3	1	82%
				3.04A	S	Math-Gr3	1	92%
				3.05A	S	Math-Gr3	1	47%
				3.05B	S	Math-Gr3	N/T	N/T
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	8	69%	3.07B	R	Math-Gr3	4	69%
				3.06A	S	Math-Gr3	1	61%
				3.06B	S	Math-Gr3	1	79%
				3.06C	S	Math-Gr3	1	76%
				3.07A	S	Math-Gr3	1	63%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	9	77%	3.08A	R	Math-Gr3	4	69%
				3.10A	R	Math-Gr3	3	84%
				3.09A	S	Math-Gr3	1	79%
				3.09C	S	Math-Gr3	1	87%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	8	65%	3.11B	R	Math-Gr3	3	69%
				3.11A	S	Math-Gr3	2	51%
				3.11C	S	Math-Gr3	1	66%
				3.12A	S	Math-Gr3	1	68%
				3.12B	S	Math-Gr3	1	79%
5	The student will demonstrate an understanding of probability and statistics.	6	75%	3.13A	R	Math-Gr3	3	76%
				3.13B	S	Math-Gr3	1	71%
				3.13C	S	Math-Gr3	2	75%
	Process Skills			3.14A	P	Math-Gr3	N/T	N/T
				3.14B	P	Math-Gr3	N/T	N/T
				3.14C	P	Math-Gr3	N/T	N/T
				3.14D	P	Math-Gr3	N/T	N/T
				3.15A	P	Math-Gr3	N/T	N/T
				3.15B	P	Math-Gr3	N/T	N/T
				3.16A	P	Math-Gr3	N/T	N/T
				3.16B	P	Math-Gr3	N/T	N/T

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR SE Comparison by Level of Concern for CRAWFORD ISD

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Student Count: 38 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
3.05A	Math-Gr3	SE: The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations (S)	47	45
3.11A	Math-Gr3	SE: The student is expected to use linear measurement tools to estimate and measure lengths using standard units (S)	51	69
3.14B	Math-Gr3	SE: The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	58	55
3.04B	Math-Gr3	SE: The student is expected to solve and record multiplication problems (up to two digits times one digit) (R)	60	54
3.06A	Math-Gr3	SE: The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems (S)	61	54
3.07A	Math-Gr3	SE: The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs (S)	63	53
3.11C	Math-Gr3	SE: The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces (S)	66	76
3.03B	Math-Gr3	SE: The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999 (R)	67	63
3.01A	Math-Gr3	SE: The student is expected to use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999 (S)	68	68
3.12A	Math-Gr3	SE: The student is expected to use a thermometer to measure temperature (S)	68	65
3.07B	Math-Gr3	SE: The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R)	69	57
3.08A	Math-Gr3	SE: The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R)	69	65
3.11B	Math-Gr3	SE: The student is expected to use standard units to find the perimeter of a shape (R)	69	68
3.15B	Math-Gr3	SE: The student is expected to relate informal language to mathematical language and symbols (P)	70	60
3.14A	Math-Gr3	SE: The student is expected to identify the mathematics in everyday situations (P)	71	64
3.14D	Math-Gr3	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	71	70
3.13B	Math-Gr3	SE: The student is expected to interpret information from pictographs and bar graphs (S)	71	68
3.16A	Math-Gr3	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	72	70
3.13C	Math-Gr3	SE: The student is expected to use data to describe events as more likely than, less likely than, or equally likely as (S)	75	63
3.14C	Math-Gr3	SE: The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	76	62
3.04C	Math-Gr3	SE: The student is expected to use models to solve division problems and use number sentences to record the solutions (R)	76	68
3.13A	Math-Gr3	SE: The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data (R)	76	71
3.06C	Math-Gr3	SE: The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$ (S)	76	86
3.02C	Math-Gr3	SE: The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects (R)	79	72

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

Regional data may not reflect all districts in region. It is dependent on files received and ESC partnerships.



STAAR SE Comparison by Level of Concern for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 38 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
3.06B	Math-Gr3	SE: The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology (S)	79	72
3.09A	Math-Gr3	SE: The student is expected to identify congruent two-dimensional figures (S)	79	84
3.12B	Math-Gr3	SE: The student is expected to tell and write time shown on analog and digital clocks (S)	79	72
3.16B	Math-Gr3	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	82	79
3.03A	Math-Gr3	SE: The student is expected to model addition and subtraction using pictures, words, and numbers (S)	82	73
3.10A	Math-Gr3	SE: The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. (R)	84	65
3.09C	Math-Gr3	SE: The student is expected to identify lines of symmetry in two-dimensional geometric figures (S)	87	87
3.04A	Math-Gr3	SE: The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects (S)	92	72

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

Regional data may not reflect all districts in region. It is dependent on files received and ESC partnerships.



STAAR SE Performance by Level of Concern for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 38 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
3.05A	Math-Gr3	SE: The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations (S)	1	2%	47%
3.11A	Math-Gr3	SE: The student is expected to use linear measurement tools to estimate and measure lengths using standard units (S)	2	4%	51%
3.14B	Math-Gr3	SE: The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)	7	15%	58%
3.04B	Math-Gr3	SE: The student is expected to solve and record multiplication problems (up to two digits times one digit) (R)	3	7%	60%
3.06A	Math-Gr3	SE: The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems (S)	1	2%	61%
3.07A	Math-Gr3	SE: The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs (S)	1	2%	63%
3.11C	Math-Gr3	SE: The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces (S)	1	2%	66%
3.03B	Math-Gr3	SE: The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999 (R)	3	7%	67%
3.01A	Math-Gr3	SE: The student is expected to use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999 (S)	1	2%	68%
3.12A	Math-Gr3	SE: The student is expected to use a thermometer to measure temperature (S)	1	2%	68%
3.07B	Math-Gr3	SE: The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (R)	4	9%	69%
3.08A	Math-Gr3	SE: The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary (R)	4	9%	69%
3.11B	Math-Gr3	SE: The student is expected to use standard units to find the perimeter of a shape (R)	3	7%	69%
3.15B	Math-Gr3	SE: The student is expected to relate informal language to mathematical language and symbols (P)	2	4%	70%
3.13B	Math-Gr3	SE: The student is expected to interpret information from pictographs and bar graphs (S)	1	2%	71%
3.14A	Math-Gr3	SE: The student is expected to identify the mathematics in everyday situations (P)	9	20%	71%
3.14D	Math-Gr3	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	10	22%	71%
3.16A	Math-Gr3	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	2	4%	72%
3.13C	Math-Gr3	SE: The student is expected to use data to describe events as more likely than, less likely than, or equally likely as (S)	2	4%	75%
3.04C	Math-Gr3	SE: The student is expected to use models to solve division problems and use number sentences to record the solutions (R)	3	7%	76%
3.06C	Math-Gr3	SE: The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$ (S)	1	2%	76%
3.13A	Math-Gr3	SE: The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data (R)	3	7%	76%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR SE Performance by Level of Concern for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 38 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
3.14C	Math-Gr3	SE: The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)	7	15%	76%
3.02C	Math-Gr3	SE: The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects (R)	2	4%	79%
3.06B	Math-Gr3	SE: The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology (S)	1	2%	79%
3.09A	Math-Gr3	SE: The student is expected to identify congruent two-dimensional figures (S)	1	2%	79%
3.12B	Math-Gr3	SE: The student is expected to tell and write time shown on analog and digital clocks (S)	1	2%	79%
3.03A	Math-Gr3	SE: The student is expected to model addition and subtraction using pictures, words, and numbers (S)	1	2%	82%
3.16B	Math-Gr3	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	3	7%	82%
3.10A	Math-Gr3	SE: The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. (R)	3	7%	84%
3.09C	Math-Gr3	SE: The student is expected to identify lines of symmetry in two-dimensional geometric figures (S)	1	2%	87%
3.04A	Math-Gr3	SE: The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects (S)	1	2%	92%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR TEKS Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 38 Source: Admin

Course	Number	Description	Tested	Weight	Mastery
Math-Gr3	1	The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.	1	2%	68%
Math-Gr3	2	The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.	2	4%	79%
Math-Gr3	3	The student adds and subtracts to solve meaningful problems involving whole numbers.	4	9%	70%
Math-Gr3	4	The student recognizes and solves problems in multiplication and division situations.	7	15%	71%
Math-Gr3	5	The student estimates to determine reasonable results.	1	2%	47%
Math-Gr3	6	The student uses patterns to solve problems.	3	7%	72%
Math-Gr3	7	The student uses lists, tables, and charts to express patterns and relationships.	5	11%	68%
Math-Gr3	8	The student uses formal geometric vocabulary.	4	9%	69%
Math-Gr3	9	The student recognizes congruence and symmetry.	2	4%	83%
Math-Gr3	10	The student recognizes that numbers can be represented by points on a line.	3	7%	84%
Math-Gr3	11	The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.	6	13%	63%
Math-Gr3	12	The student measures time and temperature.	2	4%	74%
Math-Gr3	13	The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	6	13%	75%
Math-Gr3	14	The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	33	72%	70%
Math-Gr3	15	The student communicates about Grade 3 mathematics using informal language.	2	4%	70%
Math-Gr3	16	The student uses logical reasoning.	5	11%	78%

* shaded row indicates mastery below 70%



STAAR TEKS Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 38 Source: Admin

