



STAAR Item Analysis with Responses by Item

for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
 Demographic Group(s): All Students
 Student Count: 35 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
1	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08C - The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R) DUAL: 4.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	D 86%	1 3%	3 9%	1 3%	30 86%	0 0%
2	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.02D - The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models (R)	F 91%	32 91%	2 6%	1 3%	0 0%	0 0%
3	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11A - The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	C 89%	2 6%	0 0%	31 89%	2 6%	0 0%
4	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.03A - The student is expected to use addition and subtraction to solve problems involving whole numbers (S) DUAL: 4.14C - 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 77%	27 77%	1 3%	3 9%	4 11%	0 0%
5	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.10A - The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths (R) DUAL: 4.14C - 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 94%	0 0%	1 3%	1 3%	33 94%	0 0%
6	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.07A - The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R)	J 74%	5 14%	3 9%	1 3%	26 74%	0 0%
7	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.01B - The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	B 66%	1 3%	23 66%	1 3%	10 29%	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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Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
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 Student Count: 35 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
8	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.09B - The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)	J 94%	2 6%	0 0%	0 0%	33 94%	0 0%
9	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04E - The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). (R) DUAL: 4.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	A 86%	30 86%	3 9%	0 0%	2 6%	0 0%
10	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11A - The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	J 86%	2 6%	0 0%	3 9%	30 86%	0 0%
11	Math-Gr4	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 4.13B - The student is expected to interpret bar graphs (R) DUAL: 4.14B - 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 54%	19 54%	3 9%	10 29%	3 9%	0 0%
12	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08B - The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models (S)	H 91%	1 3%	2 6%	32 91%	0 0%	0 0%
13	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04D - The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology); (R) DUAL: 4.14B - 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 57%	20 57%	15 43%	0 0%	0 0%	0 0%
14	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.06A - The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$) (S)	G 89%	2 6%	31 89%	2 6%	0 0%	0 0%
15	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.09C - The student is expected to use reflections to verify that a shape has symmetry (S)	A 91%	32 91%	0 0%	2 6%	1 3%	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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Student Count: 35 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
16	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.02C - The student is expected to compare and order fractions using concrete objects and pictorial models (S) DUAL: 4.15B - The student is expected to relate informal language to mathematical language and symbols (P)	H 80%	4 11%	2 6%	28 80%	1 3%	0 0%
17	Math-Gr4	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 4.13A - The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation (S) DUAL: 4.14C - 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 63%	22 63%	1 3%	3 9%	9 26%	0 0%
18	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.01A - The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999 (S)	J 77%	0 0%	6 17%	2 6%	27 77%	0 0%
19	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11B - The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system (S) DUAL: 4.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	C 69%	4 11%	4 11%	24 69%	3 9%	0 0%
20	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.07A - The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R) DUAL: 4.15A - The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	H 63%	1 3%	0 0%	22 63%	12 34%	0 0%
21	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.12A - The student is expected to use a thermometer to measure temperature and changes in temperature (S) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	D 86%	4 11%	1 3%	0 0%	30 86%	0 0%

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
22	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.02B - The student is expected to model fraction quantities greater than one using concrete objects and pictorial models (S) DUAL: 4.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	F 37%	13 37%	2 6%	18 51%	2 6%	0 0%
23	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08C - The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 74%	26 74%	3 9%	4 11%	2 6%	0 0%
24	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04E - The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). (R) DUAL: 4.14B - 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)	H 54%	4 11%	1 3%	19 54%	11 31%	0 0%
25	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.06B - The student is expected to use patterns to multiply by 10 and 100. (S) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	B 57%	6 17%	20 57%	0 0%	9 26%	0 0%
26	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11C - The student is expected to use concrete models of standard cubic units to measure volume (S) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 74%	26 74%	9 26%	0 0%	0 0%	0 0%
27	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.05B - The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems (S) DUAL: 4.14B - 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 83%	29 83%	3 9%	1 3%	2 6%	0 0%
28	Math-Gr4	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 4.13B - The student is expected to interpret bar graphs (R) DUAL: 4.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	J 80%	2 6%	1 3%	4 11%	28 80%	0 0%

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

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29	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.09B - The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)	B 74%	3 9%	26 74%	0 0%	6 17%	0 0%
30	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.10A - The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths (R) DUAL: 4.14C - 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 77%	27 77%	0 0%	4 11%	4 11%	0 0%
31	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.02D - The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 80%	2 6%	28 80%	3 9%	2 6%	0 0%
32	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11E - The student is expected to explain the difference between weight and mass (S) DUAL: 4.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	H 49%	14 40%	0 0%	17 49%	4 11%	0 0%
33	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.07A - The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R) DUAL: 4.15A - The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	D 77%	0 0%	0 0%	7 20%	27 77%	1 3%
34	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08C - The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 66%	23 66%	12 34%	0 0%	0 0%	0 0%
35	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04B - The student is expected to represent multiplication and division situations in picture, word, and number form (S) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 49%	13 37%	17 49%	1 3%	4 11%	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
36	Math-Gr4	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 4.13A - The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation (S) DUAL: 4.14C - 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)	H 80%	1 3%	4 11%	28 80%	2 6%	0 0%
37	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.01B - The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 74%	26 74%	0 0%	4 11%	5 14%	0 0%
38	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11A - The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	H 60%	4 11%	10 29%	21 60%	0 0%	0 0%
39	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04D - The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology); (R) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	B 80%	1 3%	28 80%	3 9%	3 9%	0 0%
40	Math-Gr4	Rpt Cat 5 - The student will demonstrate an understanding of probability and statistics. SE: 4.13B - The student is expected to interpret bar graphs (R) DUAL: 4.14B - 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 66%	9 26%	1 3%	2 6%	23 66%	0 0%
41	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04E - The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). (R) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	B 86%	1 3%	30 86%	3 9%	1 3%	0 0%
42	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08A - The student is expected to identify and describe right, acute, and obtuse angles (S)	H 89%	1 3%	3 9%	31 89%	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
43	Math-Gr4	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.12B - The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time (S) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 80%	28 80%	2 6%	4 11%	1 3%	0 0%
44	Math-Gr4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.07A - The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R) DUAL: 4.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	G 74%	1 3%	26 74%	8 23%	0 0%	0 0%
45	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.04C - The student is expected to recall and apply multiplication facts through 12 x 12 (S) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)	D 94%	0 0%	2 6%	0 0%	33 94%	0 0%
46	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.10A - The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths (R) DUAL: 4.14C - 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)	H 71%	4 11%	1 3%	25 71%	5 14%	0 0%
47	Math-Gr4	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.01B - The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R)	B 83%	0 0%	29 83%	5 14%	1 3%	0 0%
48	Math-Gr4	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.09B - The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)	H 94%	2 6%	0 0%	33 94%	0 0%	0 0%

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

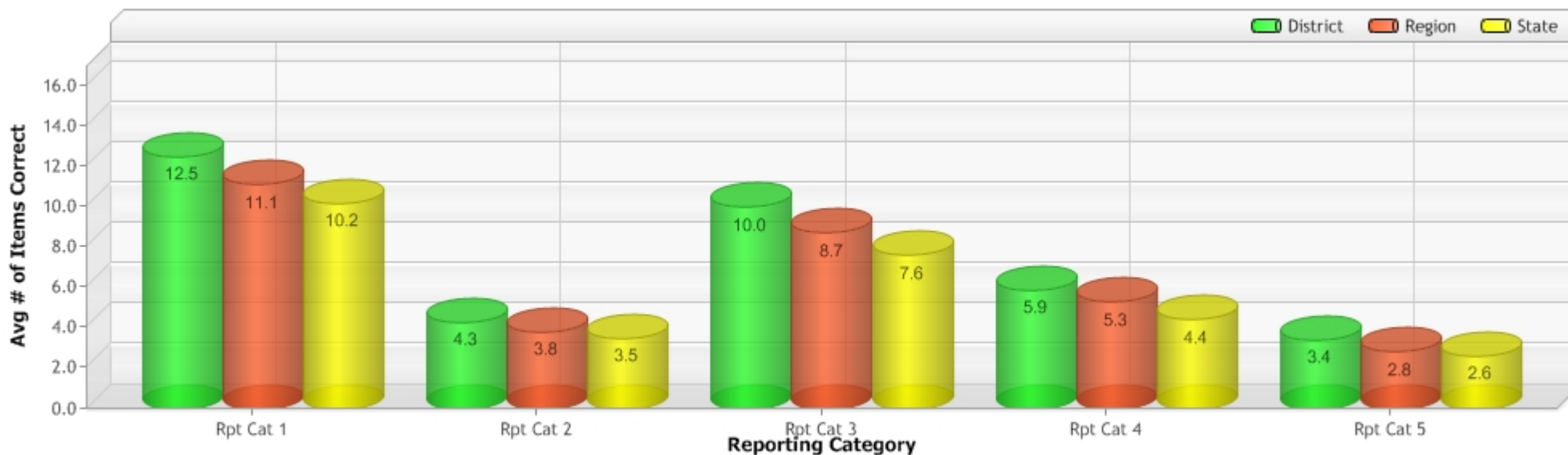
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STAAR Reporting Category Comparison for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 04 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.	17	12.5	11.1	10.2
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	4.3	3.8	3.5
3	The student will demonstrate an understanding of geometry and spatial reasoning	12	10.0	8.7	7.6
4	The student will demonstrate a n understanding of the concepts and uses of measurement.	8	5.9	5.3	4.4
5	The student will demonstrate an understanding of probability and statistics.	5	3.4	2.8	2.6

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

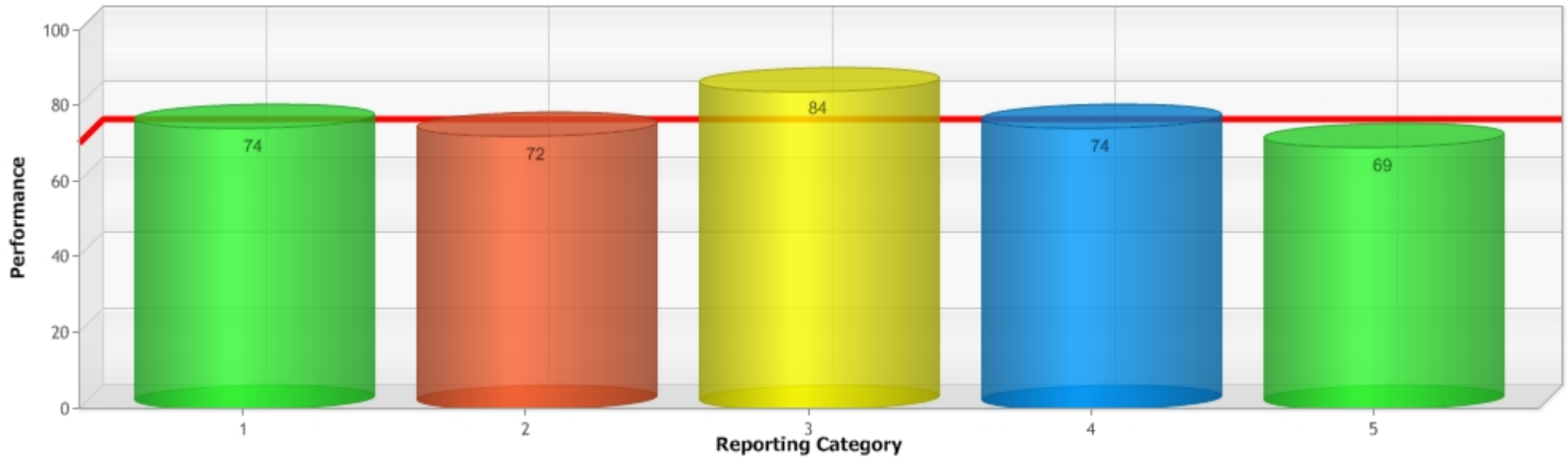


STAAR Reporting Category Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
 Demographic Group(s): All Students
 Student Count: 35 Source: Admin

Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	17	35%	74%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	13%	72%
3	The student will demonstrate an understanding of geometry and spatial reasoning	12	25%	84%
4	The student will demonstrate a n understanding of the concepts and uses of measurement.	8	17%	74%
5	The student will demonstrate an understanding of probability and statistics.	5	10%	69%

* 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: 35 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.	17	74%	4.01B	R	Math-Gr4	3	74%
				4.02D	R	Math-Gr4	2	86%
				4.04D	R	Math-Gr4	2	69%
				4.04E	R	Math-Gr4	3	75%
				4.01A	S	Math-Gr4	1	77%
				4.02A	S	Math-Gr4	N/T	N/T
				4.02B	S	Math-Gr4	1	37%
				4.02C	S	Math-Gr4	1	80%
				4.03A	S	Math-Gr4	1	77%
				4.03B	S	Math-Gr4	N/T	N/T
				4.04A	S	Math-Gr4	N/T	N/T
				4.04B	S	Math-Gr4	1	49%
				4.04C	S	Math-Gr4	1	94%
				4.05A	S	Math-Gr4	N/T	N/T
				4.05B	S	Math-Gr4	1	83%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	72%	4.07A	R	Math-Gr4	4	72%
				4.06A	S	Math-Gr4	1	89%
				4.06B	S	Math-Gr4	1	57%
3	The student will demonstrate an understanding of geometry and spatial reasoning	12	84%	4.08C	R	Math-Gr4	3	75%
				4.09B	R	Math-Gr4	3	88%
				4.10A	R	Math-Gr4	3	81%
				4.08A	S	Math-Gr4	1	89%
				4.08B	S	Math-Gr4	1	91%
				4.09C	S	Math-Gr4	1	91%
4	The student will demonstrate a n understanding of the concepts and uses of measurement.	8	74%	4.11A	R	Math-Gr4	3	78%
				4.11B	S	Math-Gr4	1	69%
				4.11C	S	Math-Gr4	1	74%
				4.11D	S	Math-Gr4	N/T	N/T
				4.11E	S	Math-Gr4	1	49%
				4.12A	S	Math-Gr4	1	86%
				4.12B	S	Math-Gr4	1	80%
5	The student will demonstrate an understanding of probability and statistics.	5	69%	4.13B	R	Math-Gr4	3	67%
				4.13A	S	Math-Gr4	2	71%

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STAAR Reporting Category SE Performance for CRAWFORD ISD

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Reporting Category	Description	Tested	Mastery	SE	Std	Course	Tested	Mastery
	Process Skills			4.14A	P	Math-Gr4	N/T	N/T
				4.14B	P	Math-Gr4	N/T	N/T
				4.14C	P	Math-Gr4	N/T	N/T
				4.14D	P	Math-Gr4	N/T	N/T
				4.15A	P	Math-Gr4	N/T	N/T
				4.15B	P	Math-Gr4	N/T	N/T
				4.16A	P	Math-Gr4	N/T	N/T
				4.16B	P	Math-Gr4	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

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 35 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
4.02B	Math-Gr4	SE: The student is expected to model fraction quantities greater than one using concrete objects and pictorial models (S)	37	39
4.04B	Math-Gr4	SE: The student is expected to represent multiplication and division situations in picture, word, and number form (S)	49	68
4.11E	Math-Gr4	SE: The student is expected to explain the difference between weight and mass (S)	49	57
4.06B	Math-Gr4	SE: The student is expected to use patterns to multiply by 10 and 100. (S)	57	51
4.14B	Math-Gr4	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)	63	53
4.16B	Math-Gr4	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	64	62
4.13B	Math-Gr4	SE: The student is expected to interpret bar graphs (R)	67	57
4.04D	Math-Gr4	SE: The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology); (R)	69	53
4.11B	Math-Gr4	SE: The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system (S)	69	73
4.15A	Math-Gr4	SE: The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	70	55
4.13A	Math-Gr4	SE: The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation (S)	71	55
4.07A	Math-Gr4	SE: The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R)	72	62
4.14D	Math-Gr4	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	73	66
4.01B	Math-Gr4	SE: The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R)	74	60
4.11C	Math-Gr4	SE: The student is expected to use concrete models of standard cubic units to measure volume (S)	74	60
4.04E	Math-Gr4	SE: The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). (R)	75	65
4.08C	Math-Gr4	SE: The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R)	75	72
4.14C	Math-Gr4	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)	77	64
4.01A	Math-Gr4	SE: The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999 (S)	77	79
4.03A	Math-Gr4	SE: The student is expected to use addition and subtraction to solve problems involving whole numbers (S)	77	68
4.14A	Math-Gr4	SE: The student is expected to identify the mathematics in everyday situations (P)	78	63
4.11A	Math-Gr4	SE: The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R)	78	64
4.15B	Math-Gr4	SE: The student is expected to relate informal language to mathematical language and symbols (P)	80	76
4.16A	Math-Gr4	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	80	78

* 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 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 35 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
4.02C	Math-Gr4	SE: The student is expected to compare and order fractions using concrete objects and pictorial models (S)	80	76
4.12B	Math-Gr4	SE: The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time (S)	80	84
4.10A	Math-Gr4	SE: The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths (R)	81	70
4.05B	Math-Gr4	SE: The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems (S)	83	69
4.02D	Math-Gr4	SE: The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models (R)	86	74
4.12A	Math-Gr4	SE: The student is expected to use a thermometer to measure temperature and changes in temperature (S)	86	68
4.09B	Math-Gr4	SE: The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)	88	72
4.06A	Math-Gr4	SE: The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$) (S)	89	79
4.08A	Math-Gr4	SE: The student is expected to identify and describe right, acute, and obtuse angles (S)	89	74
4.08B	Math-Gr4	SE: The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models (S)	91	73
4.09C	Math-Gr4	SE: The student is expected to use reflections to verify that a shape has symmetry (S)	91	80
4.04C	Math-Gr4	SE: The student is expected to recall and apply multiplication facts through 12×12 (S)	94	84

* 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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STAAR SE Performance by Level of Concern for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 35 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
4.02B	Math-Gr4	SE: The student is expected to model fraction quantities greater than one using concrete objects and pictorial models (S)	1	2%	37%
4.04B	Math-Gr4	SE: The student is expected to represent multiplication and division situations in picture, word, and number form (S)	1	2%	49%
4.11E	Math-Gr4	SE: The student is expected to explain the difference between weight and mass (S)	1	2%	49%
4.06B	Math-Gr4	SE: The student is expected to use patterns to multiply by 10 and 100. (S)	1	2%	57%
4.14B	Math-Gr4	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)	5	10%	63%
4.16B	Math-Gr4	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	5	10%	64%
4.13B	Math-Gr4	SE: The student is expected to interpret bar graphs (R)	3	6%	67%
4.04D	Math-Gr4	SE: The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology); (R)	2	4%	69%
4.11B	Math-Gr4	SE: The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system (S)	1	2%	69%
4.15A	Math-Gr4	SE: The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	2	4%	70%
4.13A	Math-Gr4	SE: The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation (S)	2	4%	71%
4.07A	Math-Gr4	SE: The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R)	4	8%	72%
4.14D	Math-Gr4	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	10	21%	73%
4.01B	Math-Gr4	SE: The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R)	3	6%	74%
4.11C	Math-Gr4	SE: The student is expected to use concrete models of standard cubic units to measure volume (S)	1	2%	74%
4.04E	Math-Gr4	SE: The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). (R)	3	6%	75%
4.08C	Math-Gr4	SE: The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R)	3	6%	75%
4.01A	Math-Gr4	SE: The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999 (S)	1	2%	77%
4.03A	Math-Gr4	SE: The student is expected to use addition and subtraction to solve problems involving whole numbers (S)	1	2%	77%
4.14C	Math-Gr4	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)	6	13%	77%
4.11A	Math-Gr4	SE: The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R)	3	6%	78%
4.14A	Math-Gr4	SE: The student is expected to identify the mathematics in everyday situations (P)	6	13%	78%
4.02C	Math-Gr4	SE: The student is expected to compare and order fractions using concrete objects and pictorial models (S)	1	2%	80%

* 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 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 35 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
4.12B	Math-Gr4	SE: The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time (S)	1	2%	80%
4.15B	Math-Gr4	SE: The student is expected to relate informal language to mathematical language and symbols (P)	1	2%	80%
4.16A	Math-Gr4	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	2	4%	80%
4.10A	Math-Gr4	SE: The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths (R)	3	6%	81%
4.05B	Math-Gr4	SE: The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems (S)	1	2%	83%
4.02D	Math-Gr4	SE: The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models (R)	2	4%	86%
4.12A	Math-Gr4	SE: The student is expected to use a thermometer to measure temperature and changes in temperature (S)	1	2%	86%
4.09B	Math-Gr4	SE: The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)	3	6%	88%
4.06A	Math-Gr4	SE: The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$) (S)	1	2%	89%
4.08A	Math-Gr4	SE: The student is expected to identify and describe right, acute, and obtuse angles (S)	1	2%	89%
4.08B	Math-Gr4	SE: The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models (S)	1	2%	91%
4.09C	Math-Gr4	SE: The student is expected to use reflections to verify that a shape has symmetry (S)	1	2%	91%
4.04C	Math-Gr4	SE: The student is expected to recall and apply multiplication facts through 12×12 (S)	1	2%	94%

* 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 04 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 35 Source: Admin

Course	Number	Description	Tested	Weight	Mastery
Math-Gr4	1	The student uses place value to represent whole numbers and decimals.	4	8%	75%
Math-Gr4	2	The student describes and compares fractional parts of whole objects or sets of objects.	4	8%	72%
Math-Gr4	3	The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.	1	2%	77%
Math-Gr4	4	The student multiplies and divides to solve meaningful problems involving whole numbers.	7	15%	72%
Math-Gr4	5	The student estimates to determine reasonable results.	1	2%	83%
Math-Gr4	6	The student uses patterns in multiplication and division.	2	4%	73%
Math-Gr4	7	The student uses organizational structures to analyze and describe patterns and relationships.	4	8%	72%
Math-Gr4	8	The student identifies and describes lines, shapes, and solids using formal geometric language.	5	10%	81%
Math-Gr4	9	The student connects transformations to congruence and symmetry.	4	8%	89%
Math-Gr4	10	The student recognizes the connection between numbers and points on a number line.	3	6%	81%
Math-Gr4	11	The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.	6	13%	71%
Math-Gr4	12	The student applies measurement concepts.	2	4%	83%
Math-Gr4	13	The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	5	10%	69%
Math-Gr4	14	The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	27	56%	73%
Math-Gr4	15	The student communicates about Grade 4 mathematics using informal language.	3	6%	73%
Math-Gr4	16	The student uses logical reasoning to make sense of his or her world.	7	15%	69%

* shaded row indicates mastery below 70%



STAAR TEKS Performance for CRAWFORD ISD

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Demographic Group(s): All Students

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