



STAAR Item Analysis with Responses by Item

for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
 Demographic Group(s): All Students
 Student Count: 45 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
1	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.08A - The student is expected to sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid (R)	D 100%	0 0%	0 0%	0 0%	45 100%	0 0%
2	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13C - The student is expected to graph a given set of data using an appropriate graphical representation such as a picture or line graph (S) DUAL: 5.15A - The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	F 98%	44 98%	0 0%	0 0%	1 2%	0 0%
3	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.05A - The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R) DUAL: 5.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	B 100%	0 0%	45 100%	0 0%	0 0%	0 0%
4	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03A - The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals (R) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	F 100%	45 100%	0 0%	0 0%	0 0%	0 0%
5	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.09A - The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers (S) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	C 96%	2 4%	0 0%	43 96%	0 0%	0 0%
6	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02B - The student is expected to generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number (S)	G 100%	0 0%	45 100%	0 0%	0 0%	0 0%
7	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.12C - The student is expected to list all possible outcomes of a probability experiment such as tossing a coin (S) DUAL: 5.14C - 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 96%	1 2%	0 0%	1 2%	43 96%	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-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10A - The student is expected to perform simple conversions within the same measurement system (SI (metric) or customary); (S) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	G 93%	3 7%	42 93%	0 0%	0 0%	0 0%
9	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02C - The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators (R) DUAL: 5.14B - 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)	D 91%	0 0%	1 2%	3 7%	41 91%	0 0%
10	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.12B - The student is expected to use experimental results to make predictions (R) DUAL: 5.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	H 89%	2 4%	1 2%	40 89%	2 4%	0 0%
11	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.01B - The student is expected to use place value to read, write, compare, and order decimals through the thousandths place (S) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	D 100%	0 0%	0 0%	0 0%	45 100%	0 0%
12	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.11A - The student is expected to solve problems involving changes in temperature (S) DUAL: 5.14B - 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 98%	44 98%	1 2%	0 0%	0 0%	0 0%
13	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03C - The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context (R) DUAL: 5.14B - 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 96%	43 96%	0 0%	2 4%	0 0%	0 0%
14	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.06A - The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations (S) DUAL: 5.15B - The student is expected to relate informal language to mathematical language and symbols (P)	H 93%	3 7%	0 0%	42 93%	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-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03B - The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); (R) DUAL: 5.14B - 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)	C 96%	1 2%	1 2%	43 96%	0 0%	0 0%
16	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10C - The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R)	F 82%	37 82%	2 4%	4 9%	2 4%	0 0%
17	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02A - The student is expected to generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3 (R) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	D 82%	2 4%	5 11%	1 2%	37 82%	0 0%
18	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13B - The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	G 96%	1 2%	43 96%	1 2%	0 0%	0 0%
19	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02C - The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators (R)	A 100%	45 100%	0 0%	0 0%	0 0%	0 0%
20	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.08B - The student is expected to identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid (S)	G 93%	1 2%	42 93%	0 0%	2 4%	0 0%
21	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10C - The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 80%	3 7%	36 80%	3 7%	3 7%	0 0%

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
22	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.05A - The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R) DUAL: 5.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	H 69%	5 11%	9 20%	31 69%	0 0%	0 0%
23	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.07A - The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures (S) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	A 73%	33 73%	3 7%	9 20%	0 0%	0 0%
24	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03B - The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); (R) DUAL: 5.14C - 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 80%	4 9%	3 7%	2 4%	36 80%	0 0%
25	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13B - The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R)	A 87%	39 87%	6 13%	0 0%	0 0%	0 0%
26	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.09A - The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers (S) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	G 87%	5 11%	39 87%	1 2%	0 0%	0 0%
27	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03A - The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals (R) DUAL: 5.14B - 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 84%	38 84%	0 0%	2 4%	5 11%	0 0%
28	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10A - The student is expected to perform simple conversions within the same measurement system (SI (metric) or customary); (S) DUAL: 5.14B - 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 64%	7 16%	8 18%	1 2%	29 64%	0 0%

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29	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.12B - The student is expected to use experimental results to make predictions (R) DUAL: 5.16B - The student is expected to justify why an answer is reasonable and explain the solution process (P)	A 82%	37 82%	0 0%	1 2%	7 16%	0 0%
30	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03C - The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context (R) DUAL: 5.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	H 69%	5 11%	9 20%	31 69%	0 0%	0 0%
31	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.12A - The student is expected to use fractions to describe the results of an experiment (S) DUAL: 5.14B - 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 89%	40 89%	3 7%	1 2%	1 2%	0 0%
32	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02C - The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators (R) DUAL: 5.15B - The student is expected to relate informal language to mathematical language and symbols (P)	G 100%	0 0%	45 100%	0 0%	0 0%	0 0%
33	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10C - The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R)	C 93%	1 2%	0 0%	42 93%	2 4%	0 0%
34	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.05A - The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R) DUAL: 5.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	J 80%	0 0%	6 13%	3 7%	36 80%	0 0%
35	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02A - The student is expected to generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$ (R) DUAL: 5.14B - 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)	C 89%	3 7%	1 2%	40 89%	1 2%	0 0%

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36	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.12B - The student is expected to use experimental results to make predictions (R) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	G 84%	3 7%	38 84%	4 9%	0 0%	0 0%
37	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03C - The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context (R) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	A 98%	44 98%	1 2%	0 0%	0 0%	0 0%
38	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.07A - The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures (S) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	G 82%	0 0%	37 82%	6 13%	2 4%	0 0%
39	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.11B - The student is expected to solve problems involving elapsed time (S) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	A 80%	36 80%	2 4%	6 13%	1 2%	0 0%
40	Math-Gr5	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning. SE: 5.08A - The student is expected to sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid (R)	H 84%	7 16%	0 0%	38 84%	0 0%	0 0%
41	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13B - The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	B 93%	0 0%	42 93%	3 7%	0 0%	0 0%
42	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.05B - The student is expected to identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs (S) DUAL: 5.14B - 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%	32 71%	3 7%	0 0%	10 22%	0 0%

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43	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03A - The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals (R) DUAL: 5.14B - 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 98%	1 2%	44 98%	0 0%	0 0%	0 0%
44	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13B - The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R)	H 96%	1 2%	0 0%	43 96%	1 2%	0 0%
45	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.04A - The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems (S) DUAL: 5.14B - 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 98%	44 98%	0 0%	1 2%	0 0%	0 0%
46	Math-Gr5	Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement SE: 5.10C - The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R) DUAL: 5.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	H 91%	1 2%	1 2%	41 91%	2 4%	0 0%
47	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.03B - The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); (R) DUAL: 5.14B - 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)	D 96%	1 2%	1 2%	0 0%	43 96%	0 0%
48	Math-Gr5	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 5.05A - The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R) DUAL: 5.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	H 100%	0 0%	0 0%	45 100%	0 0%	0 0%
49	Math-Gr5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 5.02A - The student is expected to generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3 (R) DUAL: 5.14A - The student is expected to identify the mathematics in everyday situations (P)	A 98%	44 98%	0 0%	1 2%	0 0%	0 0%

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50	Math-Gr5	Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics SE: 5.13A - The student is expected to use tables of related number pairs to make line graphs (S)	H 100%	0 0%	0 0%	45 100%	0 0%	0 0%

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

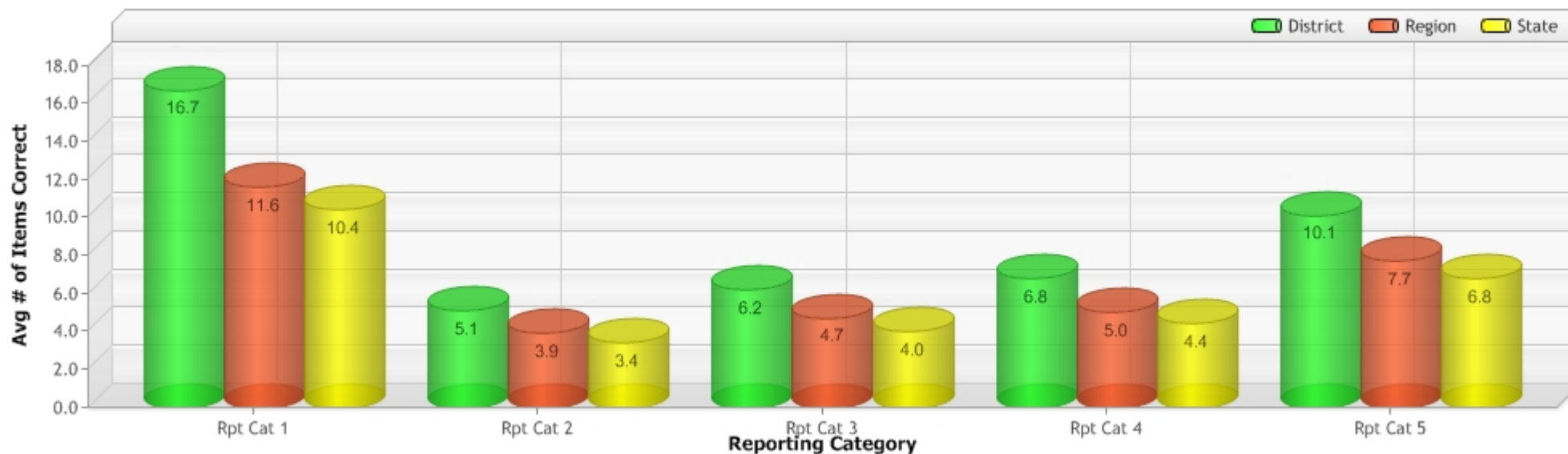
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STAAR Reporting Category Comparison for CRAWFORD ISD

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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.	18	16.7	11.6	10.4
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	5.1	3.9	3.4
3	The student will demonstrate an understanding of geometry and spatial reasoning.	7	6.2	4.7	4.0
4	The student will demonstrate an understanding of the concepts and uses of measurement	8	6.8	5.0	4.4
5	The student will demonstrate an understanding of probability and Statistics	11	10.1	7.7	6.8

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

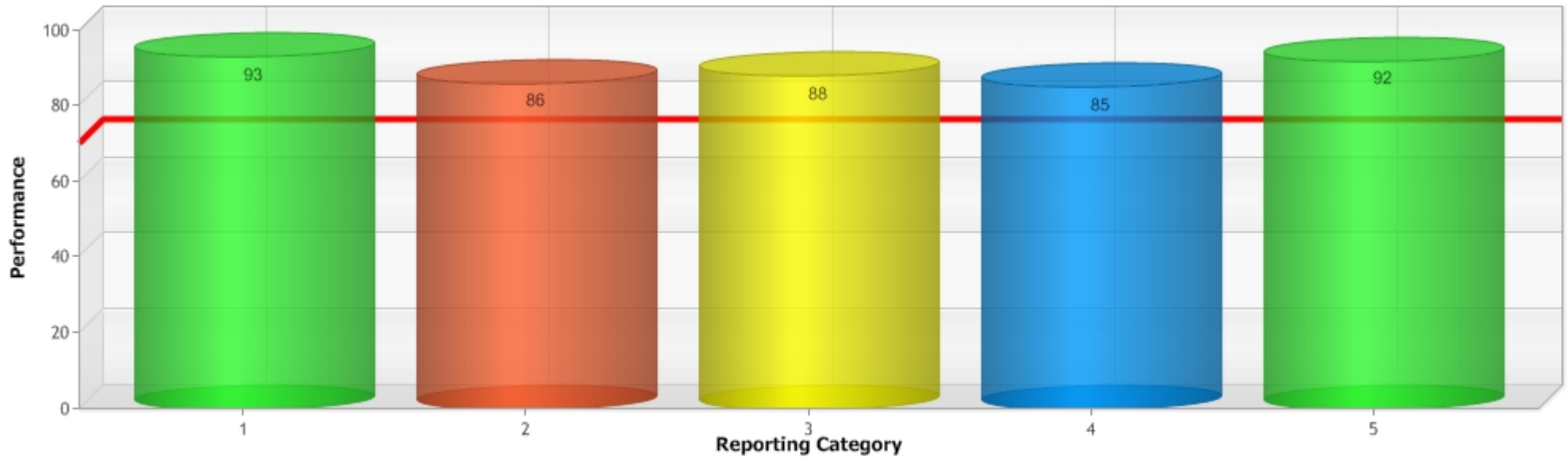


STAAR Reporting Category Performance for CRAWFORD ISD

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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.	18	36%	93%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	12%	86%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	7	14%	88%
4	The student will demonstrate an understanding of the concepts and uses of measurement	8	16%	85%
5	The student will demonstrate an understanding of probability and Statistics	11	22%	92%

* shaded row indicates mastery below 70%





STAAR Reporting Category SE Performance for CRAWFORD ISD

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Reporting Category	Description	Tested	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	18	93%	5.02A	R	Math-Gr5	3	90%
				5.02C	R	Math-Gr5	3	97%
				5.03A	R	Math-Gr5	3	94%
				5.03B	R	Math-Gr5	3	90%
				5.03C	R	Math-Gr5	3	87%
				5.01A	S	Math-Gr5	N/T	N/T
				5.01B	S	Math-Gr5	1	100%
				5.02B	S	Math-Gr5	1	100%
				5.02D	S	Math-Gr5	N/T	N/T
				5.03D	S	Math-Gr5	N/T	N/T
				5.03E	S	Math-Gr5	N/T	N/T
				5.04A	S	Math-Gr5	1	98%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	86%	5.05A	R	Math-Gr5	4	87%
				5.05B	S	Math-Gr5	1	71%
				5.06A	S	Math-Gr5	1	93%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	7	88%	5.08A	R	Math-Gr5	2	92%
				5.07A	S	Math-Gr5	2	78%
				5.08B	S	Math-Gr5	1	93%
				5.09A	S	Math-Gr5	2	91%
4	The student will demonstrate an understanding of the concepts and uses of measurement	8	85%	5.10C	R	Math-Gr5	4	87%
				5.10A	S	Math-Gr5	2	79%
				5.10B	S	Math-Gr5	N/T	N/T
				5.11A	S	Math-Gr5	1	98%
				5.11B	S	Math-Gr5	1	80%
5	The student will demonstrate an understanding of probability and Statistics	11	92%	5.12B	R	Math-Gr5	3	85%
				5.13B	R	Math-Gr5	4	93%
				5.12A	S	Math-Gr5	1	89%
				5.12C	S	Math-Gr5	1	96%
				5.13A	S	Math-Gr5	1	100%
				5.13C	S	Math-Gr5	1	98%
	Process Skills			5.14A	P	Math-Gr5		92%
				5.14B	P	Math-Gr5		89%
				5.14C	P	Math-Gr5		88%
				5.14D	P	Math-Gr5		87%
				5.15A	P	Math-Gr5		98%
				5.15B	P	Math-Gr5		97%
				5.16A	P	Math-Gr5		84%
				5.16B	P	Math-Gr5		86%

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

Demographic Group(s): All Students

Student Count: 45 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
5.05B	Math-Gr5	SE: The student is expected to identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs (S)	71	58
5.07A	Math-Gr5	SE: The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures (S)	78	55
5.10A	Math-Gr5	SE: The student is expected to perform simple conversions within the same measurement system (SI (metric) or customary); (S)	79	58
5.11B	Math-Gr5	SE: The student is expected to solve problems involving elapsed time (S)	80	50
5.16A	Math-Gr5	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	84	64
5.12B	Math-Gr5	SE: The student is expected to use experimental results to make predictions (R)	85	64
5.16B	Math-Gr5	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	86	74
5.14D	Math-Gr5	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	87	63
5.03C	Math-Gr5	SE: The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context (R)	87	65
5.05A	Math-Gr5	SE: The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R)	87	66
5.10C	Math-Gr5	SE: The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R)	87	64
5.14C	Math-Gr5	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)	88	63
5.14B	Math-Gr5	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)	89	61
5.12A	Math-Gr5	SE: The student is expected to use fractions to describe the results of an experiment (S)	89	53
5.02A	Math-Gr5	SE: The student is expected to generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$ (R)	90	61
5.03B	Math-Gr5	SE: The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); (R)	90	59
5.09A	Math-Gr5	SE: The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers (S)	91	68
5.14A	Math-Gr5	SE: The student is expected to identify the mathematics in everyday situations (P)	92	63
5.08A	Math-Gr5	SE: The student is expected to sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid (R)	92	80
5.13B	Math-Gr5	SE: The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R)	93	66
5.06A	Math-Gr5	SE: The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations (S)	93	70
5.08B	Math-Gr5	SE: The student is expected to identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid (S)	93	70
5.03A	Math-Gr5	SE: The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals (R)	94	68
5.12C	Math-Gr5	SE: The student is expected to list all possible outcomes of a probability experiment such as tossing a coin (S)	96	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 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 45 Source: Admin

Number	Course	Description	District Mastery	Region Mastery
5.15B	Math-Gr5	SE: The student is expected to relate informal language to mathematical language and symbols (P)	97	73
5.02C	Math-Gr5	SE: The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators (R)	97	67
5.15A	Math-Gr5	SE: The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	98	94
5.04A	Math-Gr5	SE: The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems (S)	98	64
5.11A	Math-Gr5	SE: The student is expected to solve problems involving changes in temperature (S)	98	76
5.13C	Math-Gr5	SE: The student is expected to graph a given set of data using an appropriate graphical representation such as a picture or line graph (S)	98	94
5.01B	Math-Gr5	SE: The student is expected to use place value to read, write, compare, and order decimals through the thousandths place (S)	100	60
5.02B	Math-Gr5	SE: The student is expected to generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number (S)	100	82
5.13A	Math-Gr5	SE: The student is expected to use tables of related number pairs to make line graphs (S)	100	83

* 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 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 45 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
5.05B	Math-Gr5	SE: The student is expected to identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs (S)	1	2%	71%
5.07A	Math-Gr5	SE: The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures (S)	2	4%	78%
5.10A	Math-Gr5	SE: The student is expected to perform simple conversions within the same measurement system (SI (metric) or customary); (S)	2	4%	79%
5.11B	Math-Gr5	SE: The student is expected to solve problems involving elapsed time (S)	1	2%	80%
5.16A	Math-Gr5	SE: The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)	5	10%	84%
5.12B	Math-Gr5	SE: The student is expected to use experimental results to make predictions (R)	3	6%	85%
5.16B	Math-Gr5	SE: The student is expected to justify why an answer is reasonable and explain the solution process (P)	2	4%	86%
5.03C	Math-Gr5	SE: The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context (R)	3	6%	87%
5.05A	Math-Gr5	SE: The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams (R)	4	8%	87%
5.10C	Math-Gr5	SE: The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume (R)	4	8%	87%
5.14D	Math-Gr5	SE: The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)	8	16%	87%
5.14C	Math-Gr5	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)	2	4%	88%
5.12A	Math-Gr5	SE: The student is expected to use fractions to describe the results of an experiment (S)	1	2%	89%
5.14B	Math-Gr5	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)	12	24%	89%
5.02A	Math-Gr5	SE: The student is expected to generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$ (R)	3	6%	90%
5.03B	Math-Gr5	SE: The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); (R)	3	6%	90%
5.09A	Math-Gr5	SE: The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers (S)	2	4%	91%
5.08A	Math-Gr5	SE: The student is expected to sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid (R)	2	4%	92%
5.14A	Math-Gr5	SE: The student is expected to identify the mathematics in everyday situations (P)	8	16%	92%
5.06A	Math-Gr5	SE: The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations (S)	1	2%	93%
5.08B	Math-Gr5	SE: The student is expected to identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid (S)	1	2%	93%
5.13B	Math-Gr5	SE: The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range (R)	4	8%	93%
5.03A	Math-Gr5	SE: The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals (R)	3	6%	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 SE Performance by Level of Concern for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 45 Source: Admin

Number	Course	Description	Tested	Weight	Mastery
5.12C	Math-Gr5	SE: The student is expected to list all possible outcomes of a probability experiment such as tossing a coin (S)	1	2%	96%
5.02C	Math-Gr5	SE: The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators (R)	3	6%	97%
5.15B	Math-Gr5	SE: The student is expected to relate informal language to mathematical language and symbols (P)	2	4%	97%
5.04A	Math-Gr5	SE: The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems (S)	1	2%	98%
5.11A	Math-Gr5	SE: The student is expected to solve problems involving changes in temperature (S)	1	2%	98%
5.13C	Math-Gr5	SE: The student is expected to graph a given set of data using an appropriate graphical representation such as a picture or line graph (S)	1	2%	98%
5.15A	Math-Gr5	SE: The student is expected to explain and record observations using objects, words, pictures, numbers, and technology (P)	1	2%	98%
5.01B	Math-Gr5	SE: The student is expected to use place value to read, write, compare, and order decimals through the thousandths place (S)	1	2%	100%
5.02B	Math-Gr5	SE: The student is expected to generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number (S)	1	2%	100%
5.13A	Math-Gr5	SE: The student is expected to use tables of related number pairs to make line graphs (S)	1	2%	100%

* 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 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 45 Source: Admin

Course	Number	Description	Tested	Weight	Mastery
Math-Gr5	1	The student uses place value to represent whole numbers and decimals.	1	2%	100%
Math-Gr5	2	The student uses fractions in problem-solving situations.	7	14%	94%
Math-Gr5	3	The student adds, subtracts, multiplies, and divides to solve meaningful problems.	9	18%	91%
Math-Gr5	4	The student estimates to determine reasonable results.	1	2%	98%
Math-Gr5	5	The student makes generalizations based on observed patterns and relationships.	5	10%	84%
Math-Gr5	6	The student describes relationships mathematically.	1	2%	93%
Math-Gr5	7	The student generates geometric definitions using critical attributes.	2	4%	78%
Math-Gr5	8	The student models transformations.	3	6%	93%
Math-Gr5	9	The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.	2	4%	91%
Math-Gr5	10	The student selects and uses appropriate units and procedures to measure volume.	6	12%	84%
Math-Gr5	11	The student applies measurement concepts.	2	4%	89%
Math-Gr5	12	The student describes and predicts the results of a probability experiment.	5	10%	88%
Math-Gr5	13	The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	6	12%	95%
Math-Gr5	14	The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	30	60%	89%
Math-Gr5	15	The student communicates about Grade 5 mathematics using informal language.	3	6%	97%
Math-Gr5	16	The student uses logical reasoning to make sense of his or her world.	7	14%	84%

* shaded row indicates mastery below 70%



STAAR TEKS Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 05 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 45 Source: Admin

