



# STAAR Item Analysis with Responses by Item

## for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
 Demographic Group(s): All Students  
 Student Count: 46 Source: Admin

| # | Course   | Reporting Standard/Student Expectation   | Correct   | A/F       | B/G       | C/H       | D/J        | Other   |
|---|----------|--|-----------|-----------|-----------|-----------|------------|---------|
| 1 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.10B - The student is expected to identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data (S)<br>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)  | D<br>100% | 0<br>0%   | 0<br>0%   | 0<br>0%   | 46<br>100% | 0<br>0% |
| 2 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br>SE: 6.06C - The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)   | H<br>96%  | 2<br>4%   | 0<br>0%   | 44<br>96% | 0<br>0%    | 0<br>0% |
| 3 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.03C - The student is expected to use ratios to make predictions in proportional situations (R)<br>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | B<br>96%  | 1<br>2%   | 44<br>96% | 1<br>2%   | 0<br>0%    | 0<br>0% |
| 4 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.01A - The student is expected to compare and order non-negative rational numbers (S)<br>DUAL: 6.13A - The student is expected to make conjectures from patterns or sets of examples and nonexamples (P)   | J<br>76%  | 1<br>2%   | 8<br>17%  | 2<br>4%   | 35<br>76%  | 0<br>0% |
| 5 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.04B - The student is expected to use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc (S)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)  | A<br>93%  | 43<br>93% | 0<br>0%   | 0<br>0%   | 3<br>7%    | 0<br>0% |
| 6 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02B - The student is expected to use addition and subtraction to solve problems involving fractions and decimals (R)<br>DUAL: 6.11C - The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P) | G<br>80%  | 1<br>2%   | 37<br>80% | 7<br>15%  | 1<br>2%    | 0<br>0% |
| 7 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.10D - The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)  | D<br>85%  | 1<br>2%   | 4<br>9%   | 2<br>4%   | 39<br>85%  | 0<br>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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|----|----------|---|----------|-----------|-----------|-----------|-----------|---------|
| 8  | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br><b>SE: 6.08B - The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight (R)</b><br><b>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)</b>                                     | F<br>87% | 40<br>87% | 0<br>0%   | 2<br>4%   | 4<br>9%   | 0<br>0% |
| 9  | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br><b>SE: 6.05A - The student is expected to formulate equations from problem situations described by linear relationships (R)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b>  | C<br>70% | 1<br>2%   | 13<br>28% | 32<br>70% | 0<br>0%   | 0<br>0% |
| 10 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br><b>SE: 6.07A - The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers (S)</b><br><b>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)</b>   | G<br>76% | 2<br>4%   | 35<br>76% | 1<br>2%   | 8<br>17%  | 0<br>0% |
| 11 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br><b>SE: 6.03A - The student is expected to use ratios to describe proportional situations (S)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b>   | D<br>85% | 0<br>0%   | 7<br>15%  | 0<br>0%   | 39<br>85% | 0<br>0% |
| 12 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br><b>SE: 6.01D - The student is expected to write prime factorizations using exponents (S)</b>   | F<br>89% | 41<br>89% | 1<br>2%   | 1<br>2%   | 3<br>7%   | 0<br>0% |
| 13 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br><b>SE: 6.04A - The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area (R)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b> | D<br>72% | 7<br>15%  | 6<br>13%  | 0<br>0%   | 33<br>72% | 0<br>0% |
| 14 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br><b>SE: 6.08C - The student is expected to measure angles (S)</b><br><b>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)</b>   | G<br>67% | 0<br>0%   | 31<br>67% | 3<br>7%   | 12<br>26% | 0<br>0% |

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| #  | Course   | Reporting Standard/Student Expectation  | Correct  | A/F       | B/G       | C/H       | D/J     | Other   |
|----|----------|---|----------|-----------|-----------|-----------|---------|---------|
| 15 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02A - The student is expected to model addition and subtraction situations involving fractions with objects, pictures, words, and numbers (S)<br>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)   | B<br>80% | 2<br>4%   | 37<br>80% | 6<br>13%  | 1<br>2% | 0<br>0% |
| 16 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.03B - The student is expected to represent ratios and percents with concrete models, fractions, and decimals (S)  | A<br>93% | 43<br>93% | 3<br>7%   | 0<br>0%   | 0<br>0% | 0<br>0% |
| 17 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.09A - The student is expected to construct sample spaces using lists and tree diagrams (S)<br>DUAL: 6.11C - The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)  | C<br>96% | 1<br>2%   | 0<br>0%   | 44<br>96% | 1<br>2% | 0<br>0% |
| 18 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.01B - The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (R)  | F<br>76% | 35<br>76% | 1<br>2%   | 10<br>22% | 0<br>0% | 0<br>0% |
| 19 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br>SE: 6.06B - The student is expected to identify relationships involving angles in triangles and quadrilaterals (S)<br>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)  | C<br>93% | 0<br>0%   | 1<br>2%   | 43<br>93% | 2<br>4% | 0<br>0% |
| 20 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.04A - The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P) | H<br>83% | 7<br>15%  | 0<br>0%   | 38<br>83% | 1<br>2% | 0<br>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   |
|----|----------|---|----------|-----------|-----------|-----------|-----------|---------|
| 21 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02C - The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates (R)<br>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | B<br>63% | 5<br>11%  | 29<br>63% | 8<br>17%  | 4<br>9%   | 0<br>0% |
| 22 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08B - The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight (R)<br>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P) | F<br>54% | 25<br>54% | 15<br>33% | 1<br>2%   | 5<br>11%  | 0<br>0% |
| 23 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02D - The student is expected to estimate and round to approximate reasonable results and to solve problems where exact answers are not required (S)<br>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)   | C<br>72% | 2<br>4%   | 3<br>7%   | 33<br>72% | 8<br>17%  | 0<br>0% |
| 24 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.10D - The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)<br>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)   | J<br>30% | 5<br>11%  | 16<br>35% | 11<br>24% | 14<br>30% | 0<br>0% |
| 25 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08D - The student is expected to convert measures within the same measurement system (customary and metric) based on relationships between units (S)<br>DUAL: 6.13A - The student is expected to make conjectures from patterns or sets of examples and nonexamples (P)  | A<br>67% | 31<br>67% | 14<br>30% | 0<br>0%   | 1<br>2%   | 0<br>0% |
| 26 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br>SE: 6.06C - The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)  | H<br>80% | 2<br>4%   | 4<br>9%   | 37<br>80% | 3<br>7%   | 0<br>0% |

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|----|----------|---|----------|-----------|-----------|-----------|-----------|---------|
| 27 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02B - The student is expected to use addition and subtraction to solve problems involving fractions and decimals (R)<br>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | A<br>70% | 32<br>70% | 5<br>11%  | 7<br>15%  | 2<br>4%   | 0<br>0% |
| 28 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.03C - The student is expected to use ratios to make predictions in proportional situations (R)<br>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)                            | G<br>50% | 3<br>7%   | 23<br>50% | 8<br>17%  | 12<br>26% | 0<br>0% |
| 29 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br>SE: 6.07A - The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers (S)<br>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P) | C<br>65% | 7<br>15%  | 5<br>11%  | 30<br>65% | 3<br>7%   | 1<br>2% |
| 30 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.09B - The student is expected to find the probabilities of a simple event and its complement and describe the relationship between the two (S)<br>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)   | A<br>50% | 23<br>50% | 23<br>50% | 0<br>0%   | 0<br>0%   | 0<br>0% |
| 31 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.01B - The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (R)<br>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)   | C<br>76% | 2<br>4%   | 3<br>7%   | 35<br>76% | 6<br>13%  | 0<br>0% |
| 32 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08A - The student is expected to estimate measurements (including circumference) and evaluate reasonableness of results (S)<br>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)          | F<br>72% | 33<br>72% | 5<br>11%  | 0<br>0%   | 8<br>17%  | 0<br>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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|----|----------|---|----------|-----------|-----------|-----------|-----------|---------|
| 33 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08B - The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight (R)<br>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)                                | B<br>59% | 1<br>2%   | 27<br>59% | 6<br>13%  | 12<br>26% | 0<br>0% |
| 34 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.05A - The student is expected to formulate equations from problem situations described by linear relationships (R)  | F<br>78% | 36<br>78% | 3<br>7%   | 4<br>9%   | 3<br>7%   | 0<br>0% |
| 35 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08C - The student is expected to measure angles (S)<br>DUAL: 6.11D - The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)   | C<br>80% | 6<br>13%  | 3<br>7%   | 37<br>80% | 0<br>0%   | 0<br>0% |
| 36 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02C - The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates (R)<br>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)   | A<br>89% | 41<br>89% | 5<br>11%  | 0<br>0%   | 0<br>0%   | 0<br>0% |
| 37 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.04A - The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P) | C<br>96% | 2<br>4%   | 0<br>0%   | 44<br>96% | 0<br>0%   | 0<br>0% |
| 38 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02E - The student is expected to use order of operations to simplify whole number expressions (without exponents) in problem solving situations (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)  | J<br>74% | 11<br>24% | 1<br>2%   | 0<br>0%   | 34<br>74% | 0<br>0% |
| 39 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.10D - The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)   | B<br>87% | 1<br>2%   | 40<br>87% | 1<br>2%   | 4<br>9%   | 0<br>0% |

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| 40 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br>SE: 6.06C - The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)<br>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | J<br>65% | 11<br>24% | 2<br>4%   | 3<br>7%  | 30<br>65% | 0<br>0% |
| 41 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.02B - The student is expected to use addition and subtraction to solve problems involving fractions and decimals (R)<br>DUAL: 6.11C - The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P) | A<br>80% | 37<br>80% | 1<br>2%   | 3<br>7%  | 5<br>11%  | 0<br>0% |
| 42 | Math-Gr6 | Rpt Cat 4 - The student will demonstrate an understanding of the concepts and uses of measurement<br>SE: 6.08D - The student is expected to convert measures within the same measurement system (customary and metric) based on relationships between units (S)<br>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)  | A<br>70% | 32<br>70% | 14<br>30% | 0<br>0%  | 0<br>0%   | 0<br>0% |
| 43 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br>SE: 6.10D - The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)<br>DUAL: 6.13A - The student is expected to make conjectures from patterns or sets of examples and nonexamples (P)   | A<br>83% | 38<br>83% | 0<br>0%   | 2<br>4%  | 6<br>13%  | 0<br>0% |
| 44 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br>SE: 6.01B - The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (R)   | J<br>76% | 3<br>7%   | 0<br>0%   | 8<br>17% | 35<br>76% | 0<br>0% |
| 45 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br>SE: 6.03C - The student is expected to use ratios to make predictions in proportional situations (R)<br>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)   | A<br>74% | 34<br>74% | 2<br>4%   | 7<br>15% | 3<br>7%   | 0<br>0% |

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| #  | Course   | Reporting Standard/Student Expectation  | Correct  | A/F       | B/G       | C/H       | D/J       | Other   |
|----|----------|---|----------|-----------|-----------|-----------|-----------|---------|
| 46 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br><b>SE: 6.02E - The student is expected to use order of operations to simplify whole number expressions (without exponents) in problem solving situations (R)</b><br><b>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)</b>                | G<br>87% | 1<br>2%   | 40<br>87% | 5<br>11%  | 0<br>0%   | 0<br>0% |
| 47 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br><b>SE: 6.06C - The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b>  | D<br>74% | 8<br>17%  | 1<br>2%   | 3<br>7%   | 34<br>74% | 0<br>0% |
| 48 | Math-Gr6 | Rpt Cat 5 - The student will demonstrate an understanding of probability and Statistics<br><b>SE: 6.10C - The student is expected to sketch circle graphs to display data (S)</b><br><b>DUAL: 6.13B - The student is expected to validate his/her conclusions using mathematical properties and relationships (P)</b>   | F<br>78% | 36<br>78% | 9<br>20%  | 0<br>0%   | 1<br>2%   | 0<br>0% |
| 49 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br><b>SE: 6.02C - The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates (R)</b><br><b>DUAL: 6.11A - The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)</b> | C<br>91% | 1<br>2%   | 3<br>7%   | 42<br>91% | 0<br>0%   | 0<br>0% |
| 50 | Math-Gr6 | Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.<br><b>SE: 6.05A - The student is expected to formulate equations from problem situations described by linear relationships (R)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b>  | F<br>98% | 45<br>98% | 1<br>2%   | 0<br>0%   | 0<br>0%   | 0<br>0% |
| 51 | Math-Gr6 | Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning.<br><b>SE: 6.06A - The student is expected to use angle measurements to classify angles as acute, obtuse, or right (S)</b><br><b>DUAL: 6.11B - The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)</b>   | B<br>98% | 1<br>2%   | 45<br>98% | 0<br>0%   | 0<br>0%   | 0<br>0% |

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

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





# STAAR Item Analysis with Responses by Item for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 46 Source: Admin

| #  | Course   | Reporting Standard/Student Expectation   | Correct  | A/F     | B/G     | C/H     | D/J       | Other   |
|----|----------|--|----------|---------|---------|---------|-----------|---------|
| 52 | Math-Gr6 | Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.<br><b>SE: 6.01C - The student is expected to use integers to represent real-life situations (S)</b><br><b>DUAL: 6.12A - The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)</b> | J<br>91% | 2<br>4% | 0<br>0% | 2<br>4% | 42<br>91% | 0<br>0% |

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

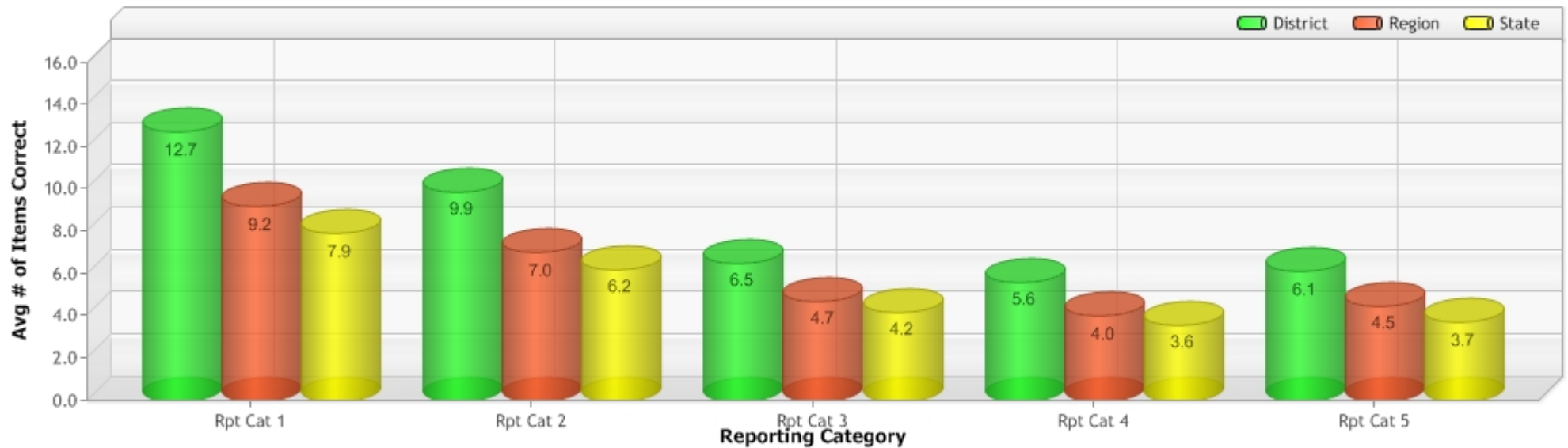
\* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

# **STAAR Reporting Category Comparison for CRAWFORD ISD**

Subject: Mathematics    Curriculum: Grade 06    Language: E    Administration: 4 2013    Test Version(s): STAAR,STAAR-L  
 Demographic Group(s): All Students  
 Student Count: 46    Source: Admin

| Rpt Cat # | Description  | Tested | District Average | Region Average | State Average |
|-----------|--|--------|------------------|----------------|---------------|
| 1         | The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.  | 16     | 12.7             | 9.2            | 7.9           |
| 2         | The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. | 12     | 9.9              | 7.0            | 6.2           |
| 3         | The student will demonstrate an understanding of geometry and spatial reasoning.                   | 8      | 6.5              | 4.7            | 4.2           |
| 4         | The student will demonstrate an understanding of the concepts and uses of measurement              | 8      | 5.6              | 4.0            | 3.6           |
| 5         | The student will demonstrate an understanding of probability and Statistics                        | 8      | 6.1              | 4.5            | 3.7           |

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

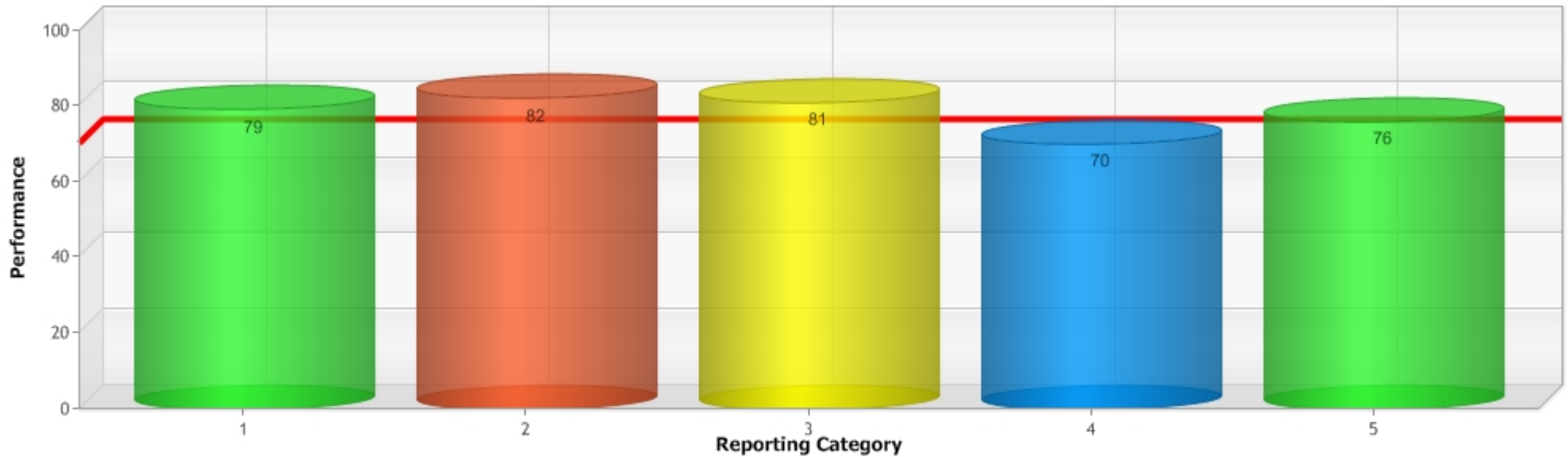


# **STAAR Reporting Category Performance for CRAWFORD ISD**

Subject: Mathematics    Curriculum: Grade 06    Language: E    Administration: 4 2013    Test Version(s): STAAR,STAAR-L  
 Demographic Group(s): All Students  
 Student Count: 46    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.  | 16               | 31%               | 79%     |
| 2                  | The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. | 12               | 23%               | 82%     |
| 3                  | The student will demonstrate an understanding of geometry and spatial reasoning.                   | 8                | 15%               | 81%     |
| 4                  | The student will demonstrate an understanding of the concepts and uses of measurement              | 8                | 15%               | 70%     |
| 5                  | The student will demonstrate an understanding of probability and Statistics                        | 8                | 15%               | 76%     |

\* shaded row indicates mastery below 70%





# STAAR Reporting Category SE Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 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.  | 16     | 79%     | 6.01B | R   | Math-Gr6 | 3      | 76%     |
|                    |  |        |         | 6.02B | R   | Math-Gr6 | 3      | 77%     |
|                    |  |        |         | 6.02C | R   | Math-Gr6 | 3      | 81%     |
|                    |  |        |         | 6.02E | R   | Math-Gr6 | 2      | 80%     |
|                    |  |        |         | 6.01A | S   | Math-Gr6 | 1      | 76%     |
|                    |  |        |         | 6.01C | S   | Math-Gr6 | 1      | 91%     |
|                    |  |        |         | 6.01D | S   | Math-Gr6 | 1      | 89%     |
|                    |  |        |         | 6.01E | S   | Math-Gr6 | N/T    | N/T     |
|                    |  |        |         | 6.01F | S   | Math-Gr6 | N/T    | N/T     |
|                    |  |        |         | 6.02A | S   | Math-Gr6 | 1      | 80%     |
|                    |  |        |         | 6.02D | S   | Math-Gr6 | 1      | 72%     |
| 2                  | The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. | 12     | 82%     | 6.03C | R   | Math-Gr6 | 3      | 73%     |
|                    |  |        |         | 6.04A | R   | Math-Gr6 | 3      | 83%     |
|                    |  |        |         | 6.05A | R   | Math-Gr6 | 3      | 82%     |
|                    |  |        |         | 6.03A | S   | Math-Gr6 | 1      | 85%     |
|                    |  |        |         | 6.03B | S   | Math-Gr6 | 1      | 93%     |
| 3                  | The student will demonstrate an understanding of geometry and spatial reasoning.                   | 8      | 81%     | 6.06C | R   | Math-Gr6 | 4      | 79%     |
|                    |  |        |         | 6.06A | S   | Math-Gr6 | 1      | 98%     |
|                    |  |        |         | 6.06B | S   | Math-Gr6 | 1      | 93%     |
|                    |  |        |         | 6.07A | S   | Math-Gr6 | 2      | 71%     |
| 4                  | The student will demonstrate an understanding of the concepts and uses of measurement              | 8      | 70%     | 6.08B | R   | Math-Gr6 | 3      | 67%     |
|                    |  |        |         | 6.08A | S   | Math-Gr6 | 1      | 72%     |
|                    |  |        |         | 6.08C | S   | Math-Gr6 | 2      | 74%     |
|                    |  |        |         | 6.08D | S   | Math-Gr6 | 2      | 68%     |
| 5                  | The student will demonstrate an understanding of probability and Statistics                        | 8      | 76%     | 6.10D | R   | Math-Gr6 | 4      | 71%     |
|                    |  |        |         | 6.09A | S   | Math-Gr6 | 1      | 96%     |
|                    |  |        |         | 6.09B | S   | Math-Gr6 | 1      | 50%     |
|                    |  |        |         | 6.10A | S   | Math-Gr6 | N/T    | N/T     |
|                    |  |        |         | 6.10B | S   | Math-Gr6 | 1      | 100%    |
|                    | Process Skills   |        |         | 6.10C | S   | Math-Gr6 | 1      | 78%     |
|                    |  |        |         | 6.11A | P   | Math-Gr6 |        | 78%     |
|                    |  |        |         | 6.11B | P   | Math-Gr6 |        | 70%     |
|                    |  |        |         | 6.11C | P   | Math-Gr6 |        | 86%     |
|                    |  |        |         | 6.11D | P   | Math-Gr6 |        | 71%     |
|                    |  |        |         | 6.12A | P   | Math-Gr6 |        | 83%     |
|                    |  |        |         | 6.12B | P   | Math-Gr6 |        | N/T     |
|                    |  |        |         | 6.13A | P   | Math-Gr6 |        | 75%     |
|                    |  |        |         | 6.13B | P   | Math-Gr6 |        | 75%     |

\* 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 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 Source: Admin

| Number | Course   | Description  | District Mastery | Region Mastery |
|--------|----------|--|------------------|----------------|
| 6.09B  | Math-Gr6 | SE: The student is expected to find the probabilities of a simple event and its complement and describe the relationship between the two (S)   | 50               | 23             |
| 6.08B  | Math-Gr6 | SE: The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight (R) | 67               | 48             |
| 6.08D  | Math-Gr6 | SE: The student is expected to convert measures within the same measurement system (customary and metric) based on relationships between units (S)   | 68               | 51             |
| 6.11B  | Math-Gr6 | SE: The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)             | 70               | 53             |
| 6.11D  | Math-Gr6 | SE: The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)          | 71               | 52             |
| 6.10D  | Math-Gr6 | SE: The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)   | 71               | 54             |
| 6.07A  | Math-Gr6 | SE: The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers (S)   | 71               | 55             |
| 6.02D  | Math-Gr6 | SE: The student is expected to estimate and round to approximate reasonable results and to solve problems where exact answers are not required (S)   | 72               | 53             |
| 6.08A  | Math-Gr6 | SE: The student is expected to estimate measurements (including circumference) and evaluate reasonableness of results (S)  | 72               | 44             |
| 6.03C  | Math-Gr6 | SE: The student is expected to use ratios to make predictions in proportional situations (R)   | 73               | 58             |
| 6.08C  | Math-Gr6 | SE: The student is expected to measure angles (S)  | 74               | 52             |
| 6.13A  | Math-Gr6 | SE: The student is expected to make conjectures from patterns or sets of examples and nonexamples (P)  | 75               | 57             |
| 6.13B  | Math-Gr6 | SE: The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | 75               | 54             |
| 6.01B  | Math-Gr6 | SE: The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (R)  | 76               | 49             |
| 6.01A  | Math-Gr6 | SE: The student is expected to compare and order non-negative rational numbers (S)   | 76               | 59             |
| 6.02B  | Math-Gr6 | SE: The student is expected to use addition and subtraction to solve problems involving fractions and decimals (R)   | 77               | 60             |
| 6.11A  | Math-Gr6 | SE: The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)               | 78               | 55             |
| 6.10C  | Math-Gr6 | SE: The student is expected to sketch circle graphs to display data (S)  | 78               | 58             |
| 6.06C  | Math-Gr6 | SE: The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)   | 79               | 55             |
| 6.02E  | Math-Gr6 | SE: The student is expected to use order of operations to simplify whole number expressions (without exponents) in problem solving situations (R)  | 80               | 58             |
| 6.02A  | Math-Gr6 | SE: The student is expected to model addition and subtraction situations involving fractions with objects, pictures, words, and numbers (S)  | 80               | 59             |
| 6.02C  | Math-Gr6 | SE: The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates (R)   | 81               | 55             |
| 6.05A  | Math-Gr6 | SE: The student is expected to formulate equations from problem situations described by linear relationships (R)   | 82               | 56             |
| 6.12A  | Math-Gr6 | SE: The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)                   | 83               | 58             |

\* 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 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 Source: Admin

| Number | Course   | Description   | District Mastery | Region Mastery |
|--------|----------|---|------------------|----------------|
| 6.04A  | Math-Gr6 | SE: The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area (R)   | 83               | 52             |
| 6.03A  | Math-Gr6 | SE: The student is expected to use ratios to describe proportional situations (S)   | 85               | 49             |
| 6.11C  | Math-Gr6 | SE: The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P) | 86               | 70             |
| 6.01D  | Math-Gr6 | SE: The student is expected to write prime factorizations using exponents (S)   | 89               | 54             |
| 6.01C  | Math-Gr6 | SE: The student is expected to use integers to represent real-life situations (S)   | 91               | 83             |
| 6.03B  | Math-Gr6 | SE: The student is expected to represent ratios and percents with concrete models, fractions, and decimals (S)  | 93               | 81             |
| 6.04B  | Math-Gr6 | SE: The student is expected to use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc (S)   | 93               | 75             |
| 6.06B  | Math-Gr6 | SE: The student is expected to identify relationships involving angles in triangles and quadrilaterals (S)  | 93               | 55             |
| 6.09A  | Math-Gr6 | SE: The student is expected to construct sample spaces using lists and tree diagrams (S)  | 96               | 78             |
| 6.06A  | Math-Gr6 | SE: The student is expected to use angle measurements to classify angles as acute, obtuse, or right (S)   | 98               | 83             |
| 6.10B  | Math-Gr6 | SE: The student is expected to identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data (S)  | 100              | 76             |

\* 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 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 Source: Admin

| Number | Course   | Description  | Tested | Weight | Mastery |
|--------|----------|--|--------|--------|---------|
| 6.09B  | Math-Gr6 | SE: The student is expected to find the probabilities of a simple event and its complement and describe the relationship between the two (S)   | 1      | 2%     | 50%     |
| 6.08B  | Math-Gr6 | SE: The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight (R) | 3      | 6%     | 67%     |
| 6.08D  | Math-Gr6 | SE: The student is expected to convert measures within the same measurement system (customary and metric) based on relationships between units (S)   | 2      | 4%     | 68%     |
| 6.11B  | Math-Gr6 | SE: The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (P)             | 6      | 12%    | 70%     |
| 6.07A  | Math-Gr6 | SE: The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers (S)   | 2      | 4%     | 71%     |
| 6.10D  | Math-Gr6 | SE: The student is expected to solve problems by collecting, organizing, displaying, and interpreting data (R)   | 4      | 8%     | 71%     |
| 6.11D  | Math-Gr6 | SE: The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems (P)          | 6      | 12%    | 71%     |
| 6.02D  | Math-Gr6 | SE: The student is expected to estimate and round to approximate reasonable results and to solve problems where exact answers are not required (S)   | 1      | 2%     | 72%     |
| 6.08A  | Math-Gr6 | SE: The student is expected to estimate measurements (including circumference) and evaluate reasonableness of results (S)  | 1      | 2%     | 72%     |
| 6.03C  | Math-Gr6 | SE: The student is expected to use ratios to make predictions in proportional situations (R)   | 3      | 6%     | 73%     |
| 6.08C  | Math-Gr6 | SE: The student is expected to measure angles (S)  | 2      | 4%     | 74%     |
| 6.13A  | Math-Gr6 | SE: The student is expected to make conjectures from patterns or sets of examples and nonexamples (P)  | 3      | 6%     | 75%     |
| 6.13B  | Math-Gr6 | SE: The student is expected to validate his/her conclusions using mathematical properties and relationships (P)  | 6      | 12%    | 75%     |
| 6.01A  | Math-Gr6 | SE: The student is expected to compare and order non-negative rational numbers (S)   | 1      | 2%     | 76%     |
| 6.01B  | Math-Gr6 | SE: The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (R)  | 3      | 6%     | 76%     |
| 6.02B  | Math-Gr6 | SE: The student is expected to use addition and subtraction to solve problems involving fractions and decimals (R)   | 3      | 6%     | 77%     |
| 6.10C  | Math-Gr6 | SE: The student is expected to sketch circle graphs to display data (S)  | 1      | 2%     | 78%     |
| 6.11A  | Math-Gr6 | SE: The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; (P)               | 8      | 15%    | 78%     |
| 6.06C  | Math-Gr6 | SE: The student is expected to describe the relationship between radius, diameter, and circumference of a circle (R)   | 4      | 8%     | 79%     |
| 6.02A  | Math-Gr6 | SE: The student is expected to model addition and subtraction situations involving fractions with objects, pictures, words, and numbers (S)  | 1      | 2%     | 80%     |
| 6.02E  | Math-Gr6 | SE: The student is expected to use order of operations to simplify whole number expressions (without exponents) in problem solving situations (R)  | 2      | 4%     | 80%     |
| 6.02C  | Math-Gr6 | SE: The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates (R)   | 3      | 6%     | 81%     |
| 6.05A  | Math-Gr6 | SE: The student is expected to formulate equations from problem situations described by linear relationships (R)   | 3      | 6%     | 82%     |

\* 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 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 Source: Admin

| Number | Course   | Description   | Tested | Weight | Mastery |
|--------|----------|---|--------|--------|---------|
| 6.04A  | Math-Gr6 | SE: The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area (R)   | 3      | 6%     | 83%     |
| 6.12A  | Math-Gr6 | SE: The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models (P)  | 14     | 27%    | 83%     |
| 6.03A  | Math-Gr6 | SE: The student is expected to use ratios to describe proportional situations (S)   | 1      | 2%     | 85%     |
| 6.11C  | Math-Gr6 | SE: The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P) | 3      | 6%     | 86%     |
| 6.01D  | Math-Gr6 | SE: The student is expected to write prime factorizations using exponents (S)   | 1      | 2%     | 89%     |
| 6.01C  | Math-Gr6 | SE: The student is expected to use integers to represent real-life situations (S)   | 1      | 2%     | 91%     |
| 6.03B  | Math-Gr6 | SE: The student is expected to represent ratios and percents with concrete models, fractions, and decimals (S)  | 1      | 2%     | 93%     |
| 6.04B  | Math-Gr6 | SE: The student is expected to use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc (S)   | 1      | 2%     | 93%     |
| 6.06B  | Math-Gr6 | SE: The student is expected to identify relationships involving angles in triangles and quadrilaterals (S)  | 1      | 2%     | 93%     |
| 6.09A  | Math-Gr6 | SE: The student is expected to construct sample spaces using lists and tree diagrams (S)  | 1      | 2%     | 96%     |
| 6.06A  | Math-Gr6 | SE: The student is expected to use angle measurements to classify angles as acute, obtuse, or right (S)   | 1      | 2%     | 98%     |
| 6.10B  | Math-Gr6 | SE: The student is expected to identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data (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 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L  
Demographic Group(s): All Students  
Student Count: 46 Source: Admin

| Course   | Number | Description  | Tested | Weight | Mastery |
|----------|--------|--|--------|--------|---------|
| Math-Gr6 | 1      | The student represents and uses rational numbers in a variety of equivalent forms.   | 6      | 12%    | 81%     |
| Math-Gr6 | 2      | The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.  | 10     | 19%    | 79%     |
| Math-Gr6 | 3      | The student solves problems involving proportional relationships.  | 5      | 10%    | 80%     |
| Math-Gr6 | 4      | The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.                                    | 4      | 8%     | 86%     |
| Math-Gr6 | 5      | The student uses letters to represent an unknown in an equation.   | 3      | 6%     | 82%     |
| Math-Gr6 | 6      | The student uses geometric vocabulary to describe angles, polygons, and circles.   | 6      | 12%    | 84%     |
| Math-Gr6 | 7      | The student uses coordinate geometry to identify location in two dimensions.   | 2      | 4%     | 71%     |
| Math-Gr6 | 8      | The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles.                             | 8      | 15%    | 70%     |
| Math-Gr6 | 9      | The student uses experimental and theoretical probability to make predictions.   | 2      | 4%     | 73%     |
| Math-Gr6 | 10     | The student uses statistical representations to analyze data.  | 6      | 12%    | 77%     |
| Math-Gr6 | 11     | The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. | 23     | 44%    | 75%     |
| Math-Gr6 | 12     | The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.  | 14     | 27%    | 83%     |
| Math-Gr6 | 13     | The student uses logical reasoning to make conjectures and verify conclusions.   | 9      | 17%    | 75%     |

\* shaded row indicates mastery below 70%



# STAAR TEKS Performance for CRAWFORD ISD

Subject: Mathematics Curriculum: Grade 06 Language: E Administration: 4 2013 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 46 Source: Admin

