

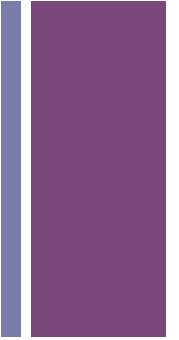


# Data Chat

## 3<sup>rd</sup> Grade Mathematics

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# + 3<sup>rd</sup> Grade Mathematics Stats



- Passing Score- 1433
- Level II Satisfactory- 1488-1529
- Level III (Advanced)- 1615



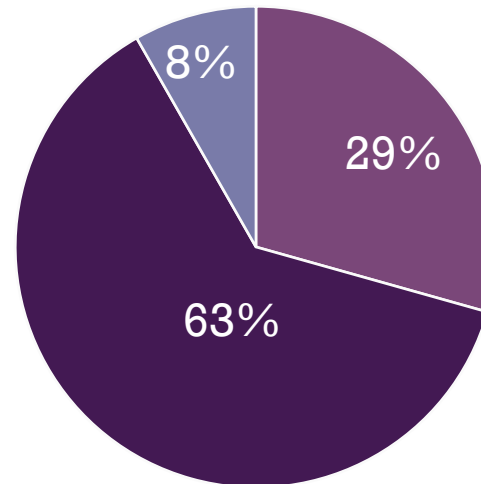
# Understanding the Different Scores

- Raw Score- the number of questions correct
  - A raw score can be interpreted only in terms of *one particular set of test questions*.
- Percentage Score- the percent of questions correct based on the number of correct answers out of all the questions on that particular set of test questions.
  - i.e.  $\frac{\text{Questions correct}}{\text{Questions Tested}} \times 100 = \text{_____}\%$
- Scale Score- Conversion of the raw score onto a scale that is common to all test forms for that assessment.
  - Scale score takes into account the difficulty level of the specific set of questions and allows direct comparisons of student performance between specific sets of test questions from different test administrations.

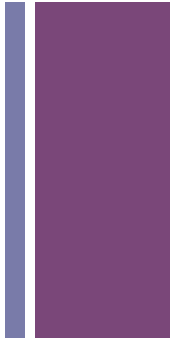
# + Demographics

- 1 out of 22 Students are Hispanic
- 1 out of 22 Students are African American
- 20 out of 22 Students are Caucasian
- 7 Students are ECD
- 1 Student is SPED

## Overall Results



- Unsatisfactory
- Satisfactory
- Advanced

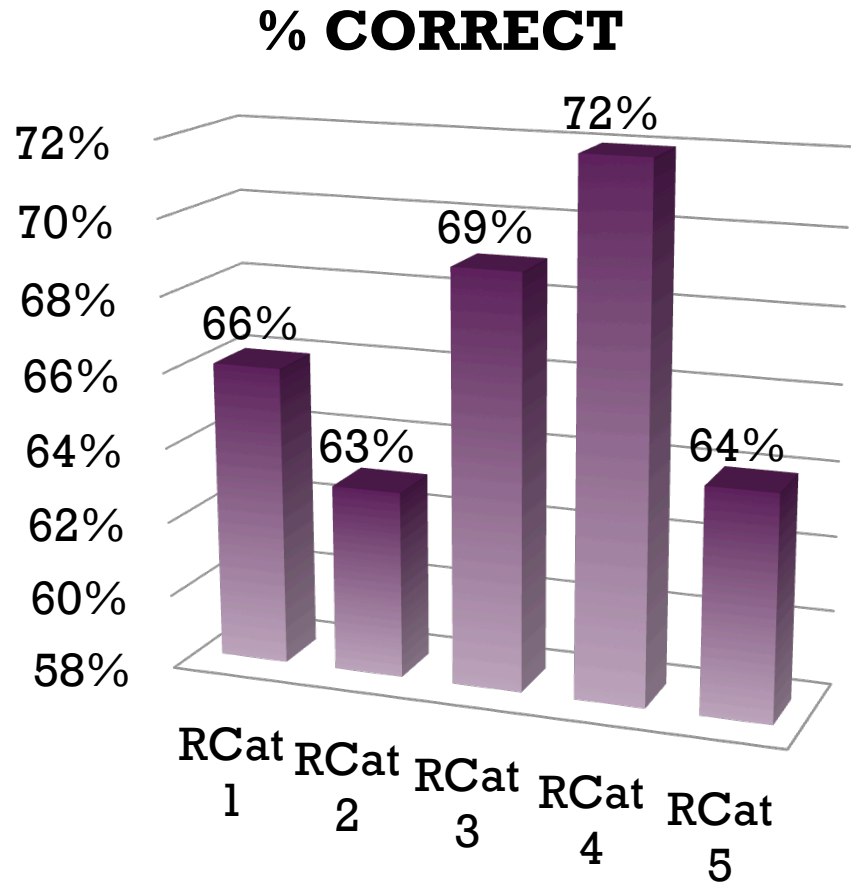




# REPORTING CATEGORIES



- RCat 1- Numbers, Operations and Quantitative Reasoning
- RCat 2- Patterns, Relationships and Algebraic Reasoning
- RCat 3- Geometry and Spatial Reasoning
- RCat 4- Measurement
- RCat 5- Probability and Statistics





# In conclusion



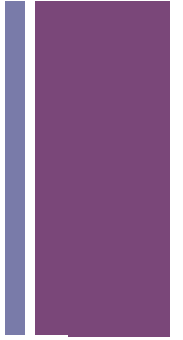
## ■ Strengths

- RCat 4: Measurement
- RCat 3: Geometry and Spatial Reasoning
- RCat 1: Numbers, Operations and Quantitative Reasoning

## ■ Challenges

- RCat 5; Probability and Statistics
- RCat 2: Patterns, Relationships and Algebraic Reasoning

# + PASSING STUDENT



STUDENT A-

Ethnicity- Caucasian

Scale Score- 1574

Raw Score- 40

Percent Correct- 87%

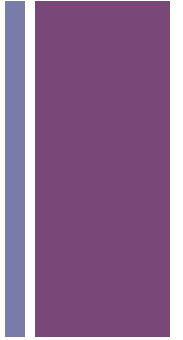
Strength-

RCat III, Geometry and Spatial Reasoning, 89%

Challenge-

RCat II, Patterns, Relationships and Algebraic Reasoning, 75%

# + CHALLENGED STUDENT



STUDENT B-

Ethnicity- Hispanic

Scale Score- 1367

Raw Score- 25

Percent Correct- 54%

Strength-

RCat III, Geometry and Spatial Reasoning, 67%

Challenge-

RCat II, Patterns, Relationships and Algebraic Reasoning, 60%





# STRENGTH



## ■ QUESTION 1: 21 out of 22 Correct

- 8 The table below shows the relationship between the number of red stars and the number of white stars Adyssen drew on different posters.

Posters

Number of White Stars	7	10		19
Number of Red Stars	28	31	35	40

Based on the pattern in the table, which number sentence can be used to find the number of white stars Adyssen drew if she drew 35 red stars on a poster?

**F**  $19 - 10 = 9$

**G**  $35 - 21 = 14$

**H**  $7 + 10 = 17$

**J**  $10 + 3 = 13$



# STRENGTH



## ■ QUESTION 2: 19 out of 22 Correct

- 3** The table below shows the number of songs of different types that Maricela has on her music player.

Music Player

Type of Song	Number of Songs
Pop	35
Jazz	27
Country	17
Rap	21

If Maricela chooses one of these songs at random, which statement is true?

- A** It is equally likely to be a jazz song or a rap song.
- B** It is least likely to be a country song.
- C** It is equally likely to be a country song or a jazz song.
- D** It is certain to be a pop song.



# STRENGTH



- QUESTION 3: 18 out of 22 Correct
  - Example question to follow.



- 17 Payton has 9 coins that total exactly \$1.27. Which set of coins could be Payton's coins?

A



B



C



D

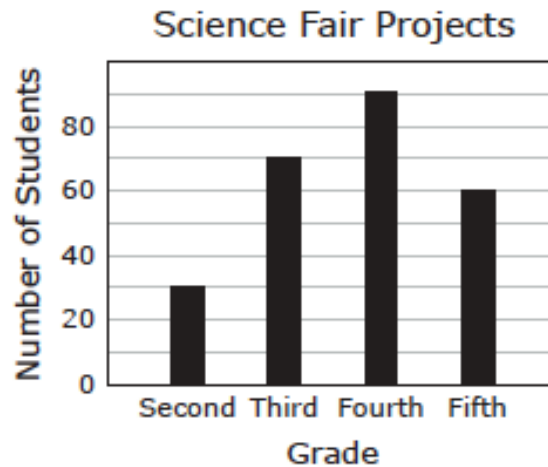




# Challenge

## ■ QUESTION 1: 6 out of 22 Correct

**32** The graph below shows the number of students at different grade levels who brought projects for a science fair.



Based on the graph, which statement is true?

- F** A total of 110 students in second grade and fourth grade brought a project.
- G** Exactly 40 fewer fourth-grade students brought a project than third-grade and fifth-grade students combined.
- H** A total of 220 students in these grades brought a project.
- J** Exactly 90 fewer third-grade students brought a project than fourth-grade and fifth-grade students combined.



# Challenge

## ■ QUESTION 2: 7 out of 22 Correct

**31** In the equations below, each  $\triangle$  represents the same number.

$$\bigcirc + \triangle = 11$$

$$\triangle \times \triangle = 9$$

What is the value of  $\bigcirc$ ?

**A** 3

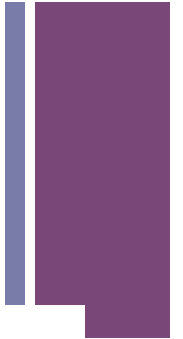
**B** 2

**C** 8

**D** 9



# Challenge



## ■ QUESTION 3: 9 out of 22 Correct

**38** The table below shows the number of coats and sweaters donated during a clothing drive.

Clothing Drive

Day	Coats	Sweaters
Wednesday	83	31
Thursday	58	14
Friday	71	50

What is the difference between the number of coats and the number of sweaters donated during the clothing drive?

**F** 307

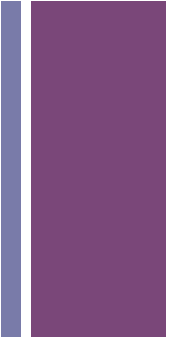
**G** 127

**H** 117

**J** 227

# + Challenge 1- Graphing

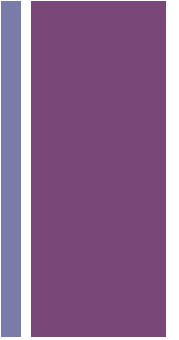
- Instructional Strategies:
  - Whole class instruction
  - Individual Practice
- Formative Assessment:
  - Student Progress Chart
- Summative Assessment:
  - Small Group Work





# + Challenge- Equation

- Instructional Strategies:
  - Whole Class Instruction (Review)
- Formative Assessment:
  - Equation Worksheets (homework)
- Summative Assessment:
  - Partner Work





# References



- Understanding the Different Scores on STAAR (2014). Retrieved from [http://www.esc20.net/users/0100/Accountability/Understanding%20the%20Different%20Scores%20on%20STAAR\\_Aug21.pdf](http://www.esc20.net/users/0100/Accountability/Understanding%20the%20Different%20Scores%20on%20STAAR_Aug21.pdf).
- Texas Education Agency (2015). STAAR Resources. Retrieved from <http://tea.texas.gov/student.assessment/staar>