

***Gallatin Gateway
School
District***

***Montana Criterion
Reference Test
Analysis***

June 2013

Montana Annual Measurable Objective Trajectory Amended as of August 12, 2011

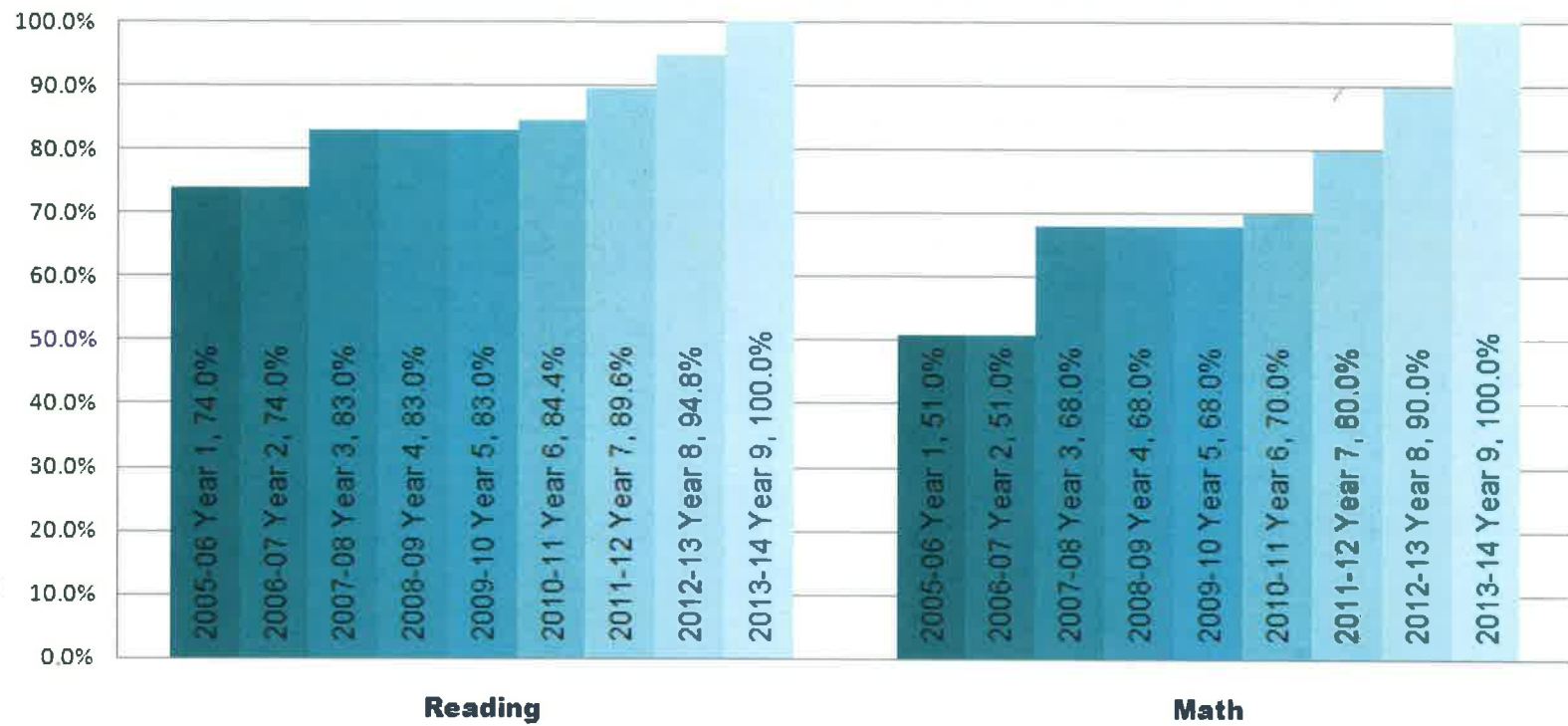


Table of Contents

Introduction.....	3
Summary of CRT Data Analysis Results.....	4
CRT Test Results	7
Reading, Math, and Science Proficiency Compared to Montana	7
Proficiency of All Students Tested Each Year.....	8
Gender Proficiency in 2013	9
Special Education Proficiency 2011 to 2013	9
Economically Disadvantaged Proficiency 2009 - 2013	10
3rd Grade CRT Results	10
4th Grade CRT Results	11
5th Grade CRT Results	11
6th Grade CRT Results	12
7th Grade CRT Results	12
8 th Grade CRT Results	13
Fourth Grade - Tracking Results Each Year on the CRT	13
Fifth Grade - Tracking Results Each Year on the CRT	14
Sixth Grade - Tracking Results Each Year on the CRT	14
Seventh Grade - Tracking Results Each Year on the CRT	15
Eighth Grade - Tracking Results Each Year on the CRT	15
Results of All CRT Questions on each Montana Standard.....	16
Overall District Comparisons for Standards	17
All Student Results on Open Response Questions.....	17
Gender Results on Open Response Questions	19
CRT Test Item Analysis.....	20
3 rd Grade Reading – Current Standards	20
Open Response Summary for 3rd Grade Reading	21
3 rd Grade Math – Current Standards	21
Open Response Summary for 3rd Grade Math	22
4 th Grade Reading – Current Standards	23
Open Response Summary for 4 th Grade Reading	23
4 th Grade Math – Current Standards	23
Open Response Summary for 4 th Grade Math	25
4 th Grade Science	25
Open Response Summary for 4 th Grade Science	27
5 th Grade Reading – Current Standards	28
Open Response Summary for 5 th Grade Reading	28
5 th Grade Math – Current Standards	29
Open Response Summary for 5 th Grade Math	31
6 th Grade Reading – Current Standards	31
Open Response Summary for 6 th Grade Reading	32
6 th Grade Math – Current Standards	32
Open Response Summary for 6 th Grade Math	33
7 th Grade Reading – Current Standards	34
Open Response Summary for 7 th Grade Reading	35
7 th Grade Math – Current Standards	35
Open Response Summary for 7 th Grade Math	37
8 th Grade Reading – Current Standards	38

Open Response Summary for 8 th Grade Reading	39
8 th Grade Math – Current Standards	39
Open Response Summary for 8 th Grade Math	41
8 th Grade Science	42
Open Response Summary for 8 th Grade Science	43

Introduction

This report contains data analysis of the Gallatin Gateway School District student performance on the Montana Criterion Reference Test. The CRT state achievement test is given each year to grades 3 – 8 for reading and math. In addition, the CRT Science test is given to grades 4 and 8.

The first section of this report provides a summary of analysis results obtained from the data listed throughout this document. In addition, the first section compares and lists the conclusions from the data analysis. The report documents reading, math, and science CRT results for 2013 by grade level for students in the district compared to the student profile for the entire state of Montana. The analysis utilizes the percentage of students scoring proficient and advanced in the Gallatin Gateway District compared to the state wide results for the same group. The next section provides the district with a year by year comparison of proficiency district wide in reading, math, and science along with an overall view of results on the CRT test over time. In addition, any subgroups of sufficient size are analyzed showing proficiency over time (Gender, Special Education, and Economically Disadvantaged). The next step in the analysis compares results for each grade level over the years that the test has been administered and follows that by tracking results for a class through each grade level where they took the test. The percentage of students achieving proficient and advanced is used as a base line when comparing trends in each grade level. Gallatin Gateway School District CRT results for 2013 are compiled for each Montana Reading, Math, and Science Standard and compared to the state wide average on each standard. The percentage of correct responses by all district students at each grade is shown by specific Montana Standard. The report analyzes open response questions for reading, math, and science for the all student groups in the district and subgroups of sufficient size to analyze the data. In addition, the report analyzes student results on individual questions from the CRT test comparing areas of district strength and weakness for reading, math, and science.

Summary of CRT Data Analysis Results

Reading

All tested district students scored 89% proficient in reading on the 2013 CRT assessment which was 4% above the state overall proficiency in reading. The 2013 results were 5% lower than the 2011 district scores and 6% lower than the 2012 results. All students tested in the district scored 5.8% below the state & district goal of 94.8% proficiency for reading. The elementary school (grades 3-6) was down 9.2% at 85.5% in 2013 from 94.7% in 2012. The 7-8 school scored 96.7% proficient in 2013 compared to 96.2% in 2012. The 7-8 school scored well on the CRT reading assessment. It should be noted that the district has a fairly small enrollment and the change of just a few students can have a dramatic effect on the overall percentages.

The district sub groups of students by gender, economically disadvantaged, and special education scored as follows: females in the district in 2013 scored higher than males in reading with 90% proficient compared to 88% for males, special education students scored 13% proficient in 2013 compared to 56% in 2011 and 56% in 2012, economically disadvantaged students scored 82% proficient in reading in 2013 compared to 93% in 2012 and 91% in 2011.

The data analysis results indicate that the district was 4% above the state profile in 2013 for reading with 89% proficiency compared to the state at 85%. The district scored higher than the state in all grades except 3 & 6 for reading. When all tested students in grades 3-8 are combined each year for the district from 2004 to 2013 the results show reading scores have increased 13% over the 10 years and were down 5% over the last three years.

Student results compared to the Montana Standards for Reading shows that standard 4 was the highest scoring in reading for 2013 with 75.5% of all answers correct. The lowest scoring reading standard for 2013 was standard 1 with 69.1% of all answers correct. Students scored 44.6% (state was 46.4%) correct on open response type questions in 2013 compared to 54.6% in 2011 (measured progress did not release open response scores for reading in 2012). Students scored the highest on standard 2 open response questions with 50% of the total points and the lowest on standard 1 at 43.5% in 2013. Females scored 47.5% on reading open response questions in 2013 compared to males at 41.7%.

Overall conclusions show that district students scored well on the 2013 CRT test at 89% proficiency which was 4% higher than the overall state score of 85%. District proficiency was below the state and district target of 94.8%, but over time reading proficiency levels in the district have improved as shown by the 13% increase the last ten years. Results of the analysis indicate that students find standard 1 type questions the most difficult and scored the highest on standard 4 questions in 2013 for reading.

Math

All tested district students scored 75% proficient in math on the 2013 CRT assessment which was 9% above the state overall proficiency in math. The 2013 results were 5% lower than the 2011 district scores and 6% lower than the 2012 results. All students tested in the district scored 15% below the state & district goal of 90% proficiency for math. The elementary school (grades 3-6) was down 10.2% at 72.5% in 2013 from 82.7% in 2012. The 7-8 school scored 80% proficient in 2013 compared to 76.9% in 2012. The 7-8 school scored well on the CRT math assessment. It should be noted that the district has a fairly small enrollment and the change of just a few students can have a dramatic effect on the overall percentages.

The district sub groups of students by gender, economically disadvantaged, and special education scored as follows: males in the district in 2013 scored higher than females in math with 83% proficient compared to 67% for females, special education students scored 13% proficient in 2013 compared to 11% in 2011 and 22% in 2012, economically disadvantaged students scored 64% in math proficiency in 2013 compared to 64% in 2012 and 66% in 2011.

The data analysis results indicate that the district was 9% above the state profile in 2013 for math with 75% proficiency compared to the state at 66%. The district scored higher than the state in all grades except 3rd for math. When all tested students in grades 3-8 are combined each year for the district from 2004 to 2013 the results show math scores are about the same and were down 5% over the last three years.

Student results compared to the Montana Standards for Math shows that standard 4 was the highest scoring in math for 2013 with 67.5% of all answers correct. The lowest scoring math standard for 2013 was standard 7 with 59.6% of all answers correct. Students scored 56.4% (the state was 51.2%) correct on open response type questions in 2013 compared to 63.3% in 2012 and 59.7% in 2011. Students scored the highest on standard 3 open response questions with 82.5% of the total points and the lowest on standard 6 at 35% in 2013. Males scored 56.1% on math open response questions in 2013 compared to females at 57.5%.

Overall conclusions show that district students scored well on the 2013 CRT test at 75% proficiency which was 9% higher than the overall state score of 66%. District proficiency was below the state and district target of 90%, but math proficiency levels in the district had risen to over 80% prior to the 2013 assessment. Results of the analysis indicate that students find standard 7 type questions the most difficult and scored the highest on standard 4 questions in 2013 for math.

Science

The district scored 82% proficient in science (all tested students in grades 4, 8, and 10) on the CRT test in 2013 compared to 84% proficient in 2012 and 88% in 2011. Grade 4 district students scored 83% proficient compared to 70% state wide. Grade 8 students scored 80% proficient compared to 65% state wide. Overall the district was 14% above the state wide proficiency rate of 68% in 2013.

The district sub groups of students by gender, economically disadvantaged, and special education scored as follows: males in the district in 2013 scored higher than females in science with 83% proficient compared to 80% for females, special education students scored 0% proficient in 2013 compared to 0% in 2011 and 50% in 2012, economically disadvantaged students scored 64% proficient in science in 2013 compared to 75% in 2012 and 76% in 2011.

The data analysis results indicate that the district was 14% above the state profile in 2013 for science with 82% proficiency compared to the state at 68%. The district scored higher than the state in all tested grades for science. When all tested students in grades 4 & 8 are combined each year for the district from 2008 to 2013 the results show science scores have averaged 81% proficient in the six years.

Student results compared to the Montana Standards for Science shows that standard 1 was the highest scoring in science for 2013 with 74.6% of all answers correct. The lowest scoring

science standard for 2012 was standard 4 with 64.6% of all answers correct. Student scores on open response type questions were 47.5% (the state was 42.5%) of the total points in science in 2013 compared to 58.8% in 2012 and 68.8% in 2011. The all student group scored the same 47.5% on both standards 2 & 3. Females scored 47.5% on science open response questions in 2013 compared to males at 47.5%.

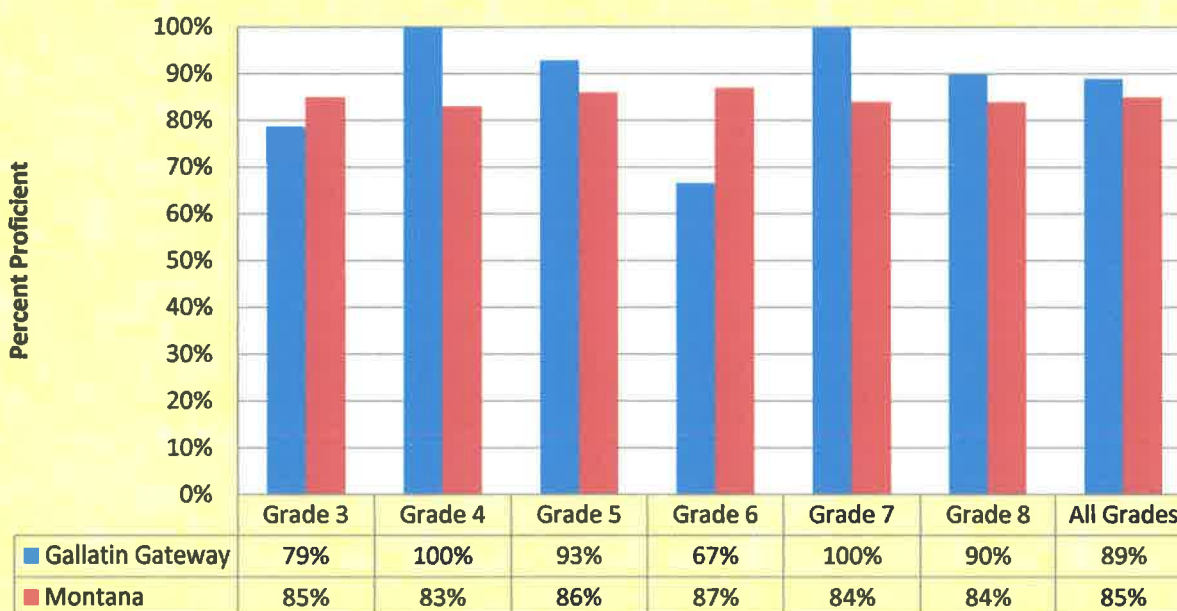
Overall conclusions show that district students scored well on the 2013 CRT test at 82% proficiency which was 14% higher than the overall state score of 68%. District proficiency in science has been excellent over time as shown by the 81% average proficiency the last six years. Results of the analysis indicate that students find standard 4 type questions the most difficult and scored the highest on standard 1 type questions in 2013 for science.

CRT Test Results

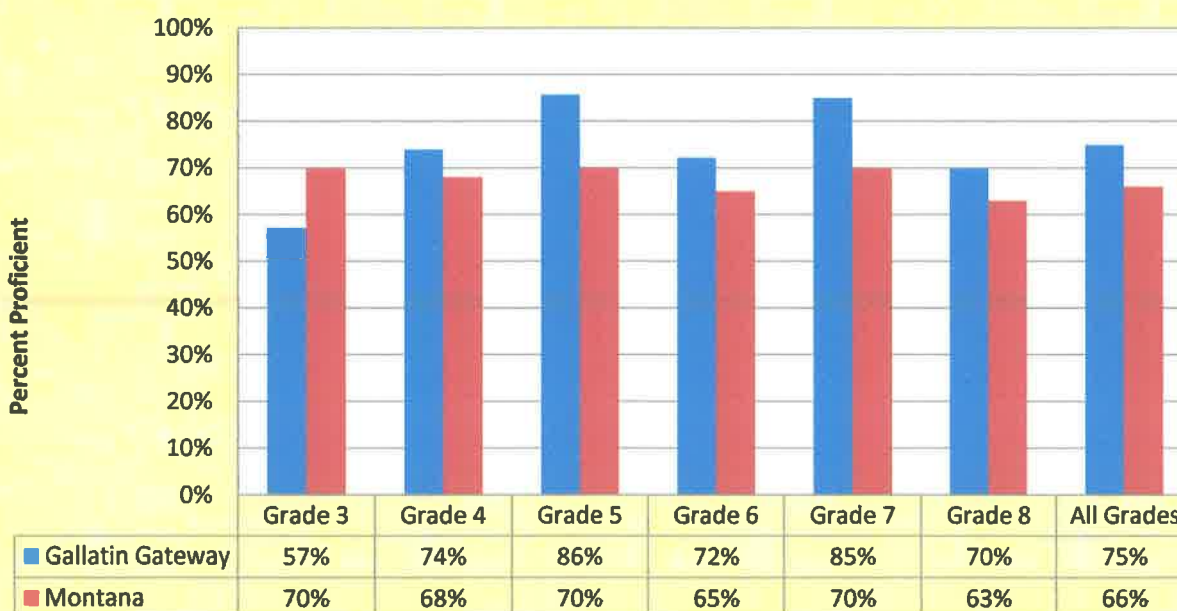
Reading, Math, and Science Proficiency Compared to Montana

The following charts show the percent of proficient and advanced students in the district in 2013 compared to the same group in Montana. The results indicate that Gallatin Gateway was at or higher than the state profile for reading in all grades except 3 & 6. The district was above the overall state profile by 4% in reading. Math results were at or higher than the state in all grades except 3rd. The district was well above the state overall by 9% in math. Science results were at or higher than the state in all tested grades and the district was 14% higher than the state overall.

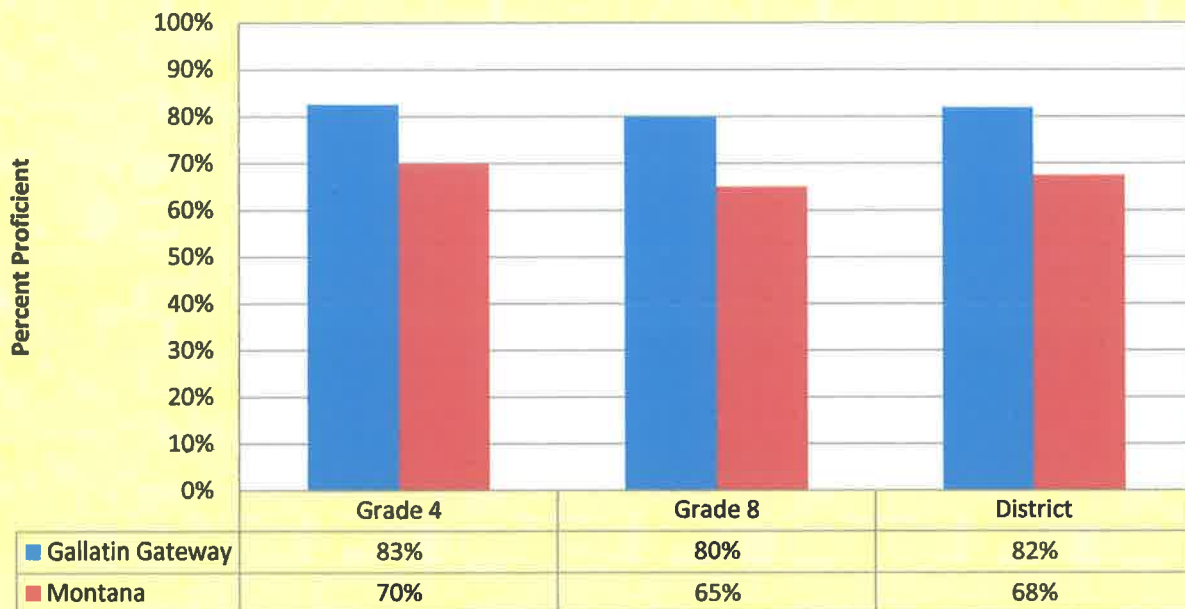
Reading - 2013 Proficiency



Math - 2013 Proficiency

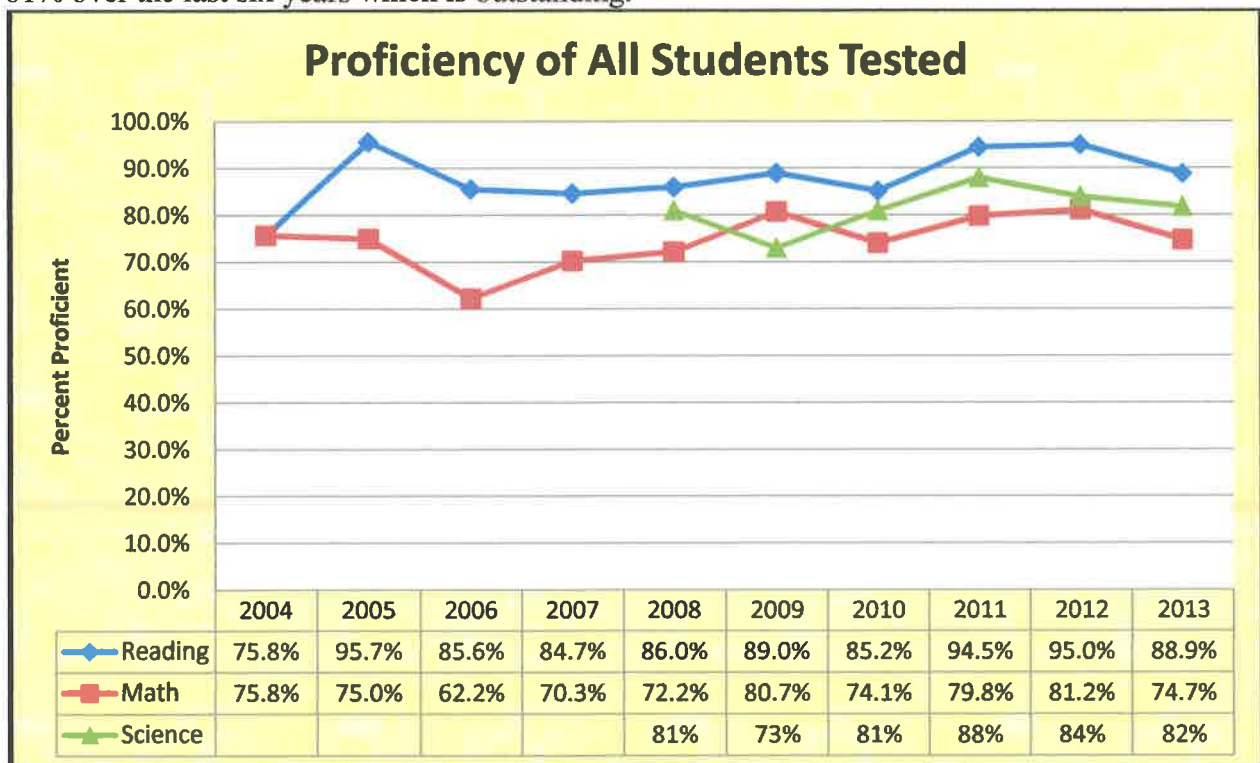


Science - 2013 Proficiency



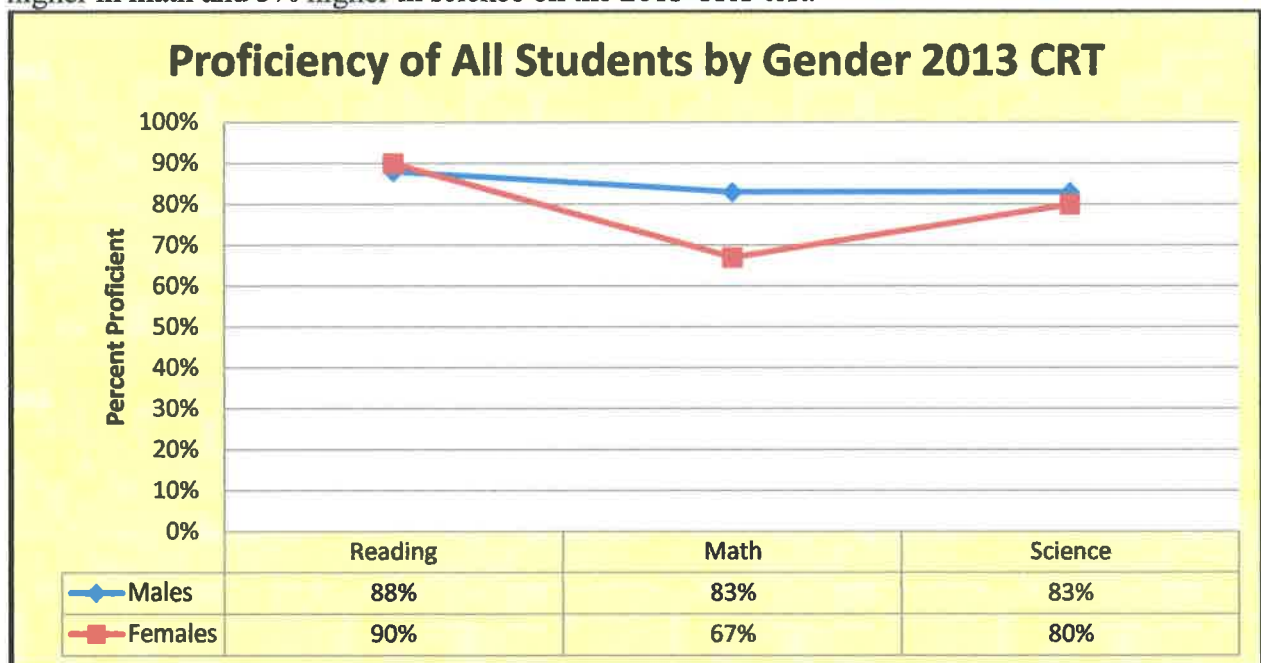
Proficiency of All Students Tested Each Year

The following chart shows the proficiency of all students tested each year from 2004 through 2013 in the district. Reading proficiency has been excellent over the last 10 years (up 13.1%). Math proficiency has been excellent over the last 10 years. Science proficiency has averaged 81% over the last six years which is outstanding.



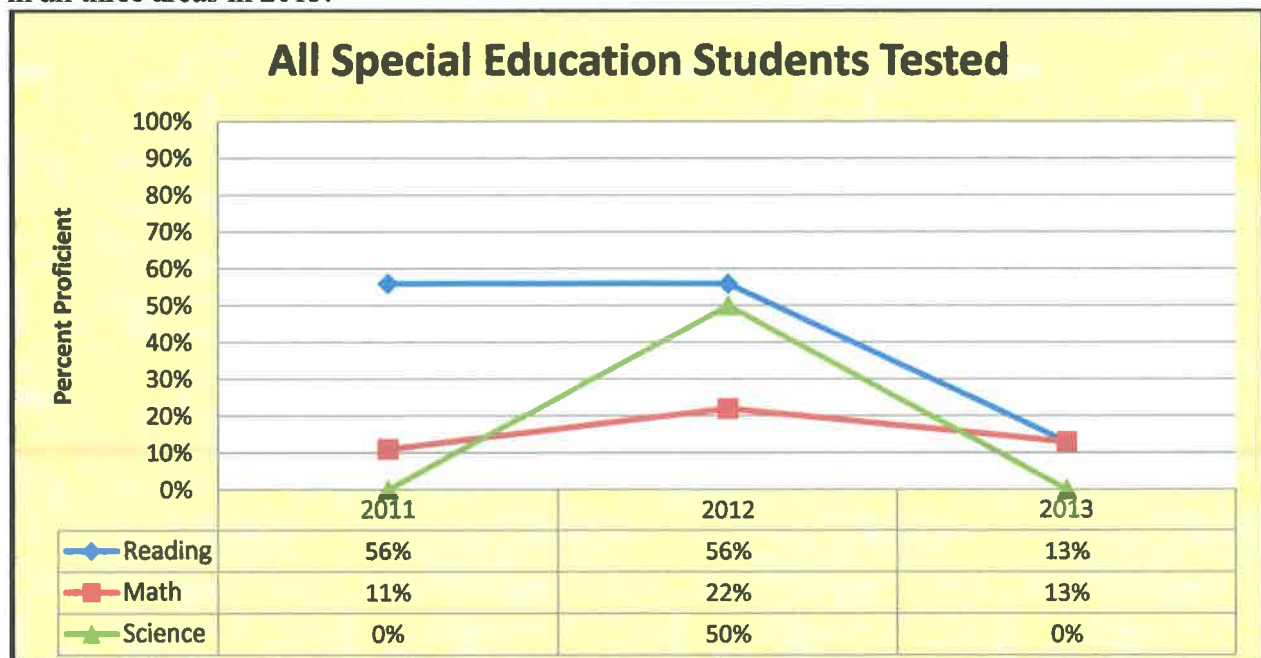
Gender Proficiency in 2013

The following chart shows the proficiency of males and females for reading, math, and science in 2013 on the CRT test. In the district, females scored 2% higher in reading, with males 16% higher in math and 3% higher in science on the 2013 CRT test.



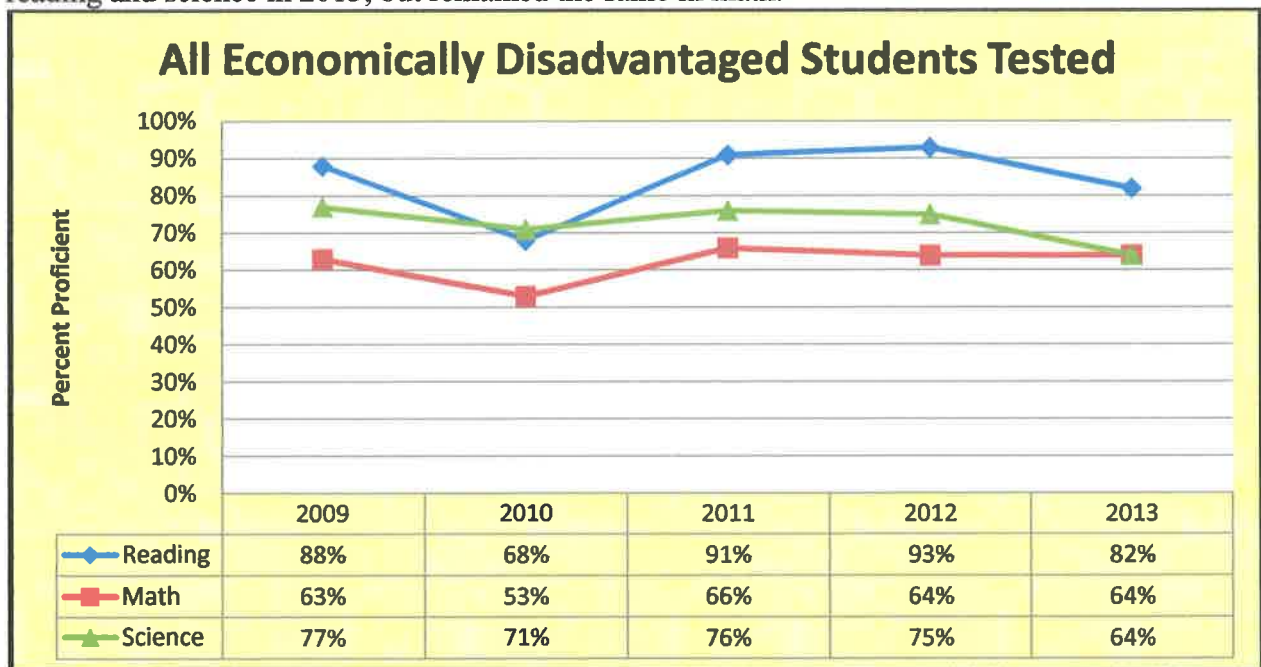
Special Education Proficiency 2011 to 2013

The following chart shows the result of special education students for reading, math, and science in 2011, 2012, and 2013 on the CRT test. Special education students found the CRT test difficult in all three areas in 2013.



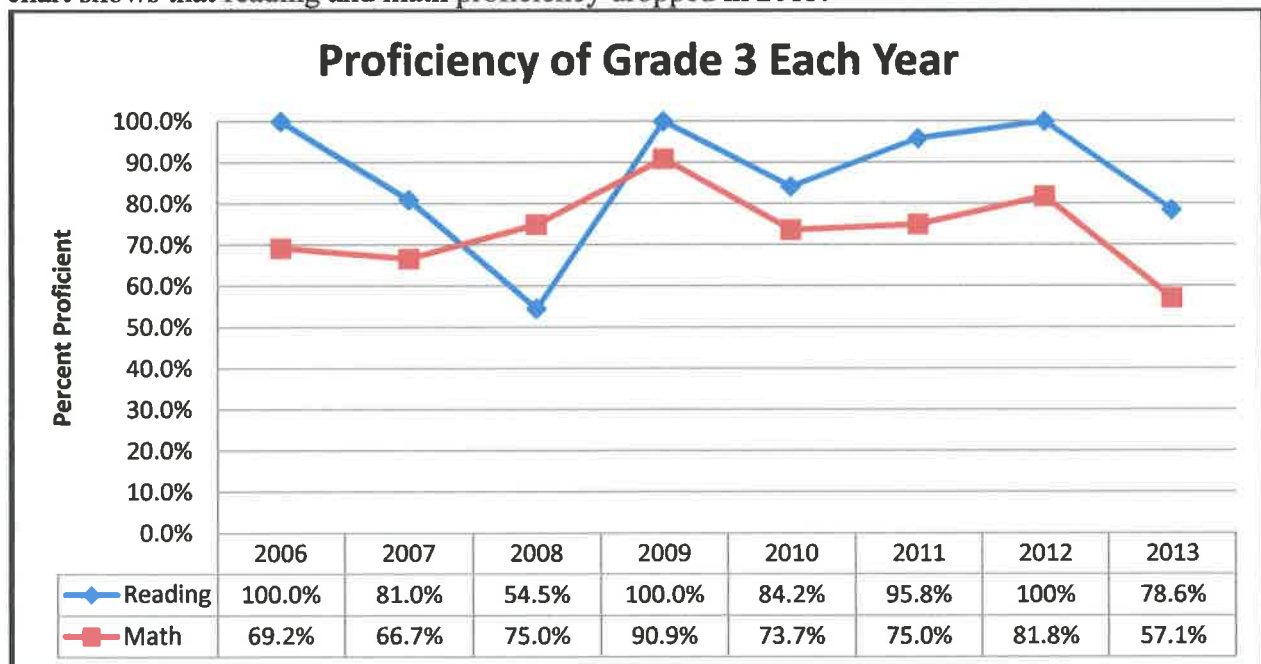
Economically Disadvantaged Proficiency 2009 - 2013

The following chart shows the result of economically disadvantaged students for reading, math, and science from 2009 to 2013 on the CRT. Economically disadvantaged students dropped in reading and science in 2013, but remained the same in math.



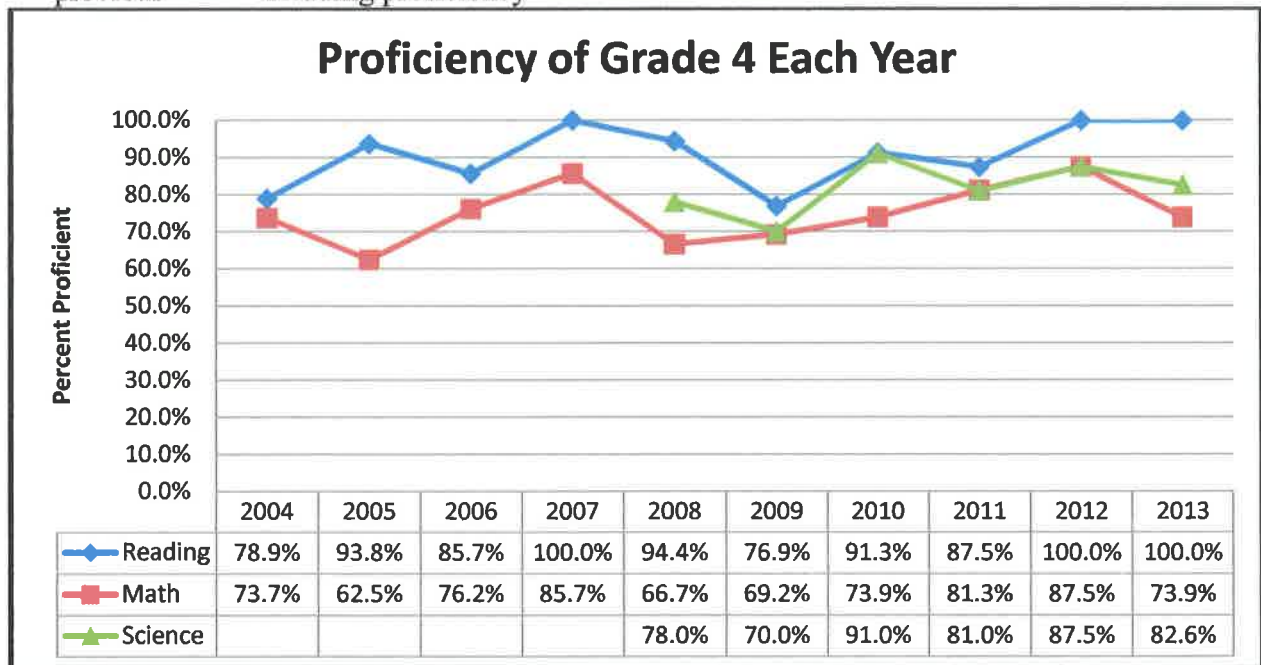
3rd Grade CRT Results

The following chart shows 3rd grade reading and math CRT results from 2006 to 2013. The chart shows that reading and math proficiency dropped in 2013.



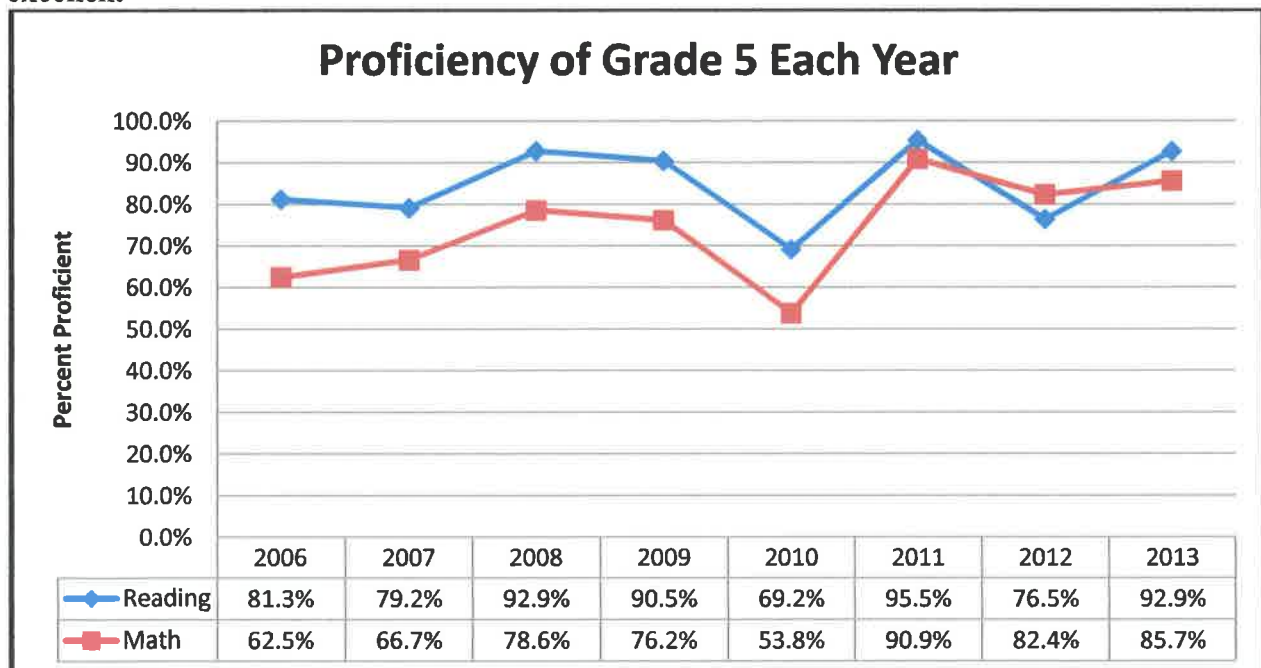
4th Grade CRT Results

Gallatin Gateway 4th grade students showed a decrease in proficiency for science and math from the previous class. Reading proficiency continued at 100% in 2013.



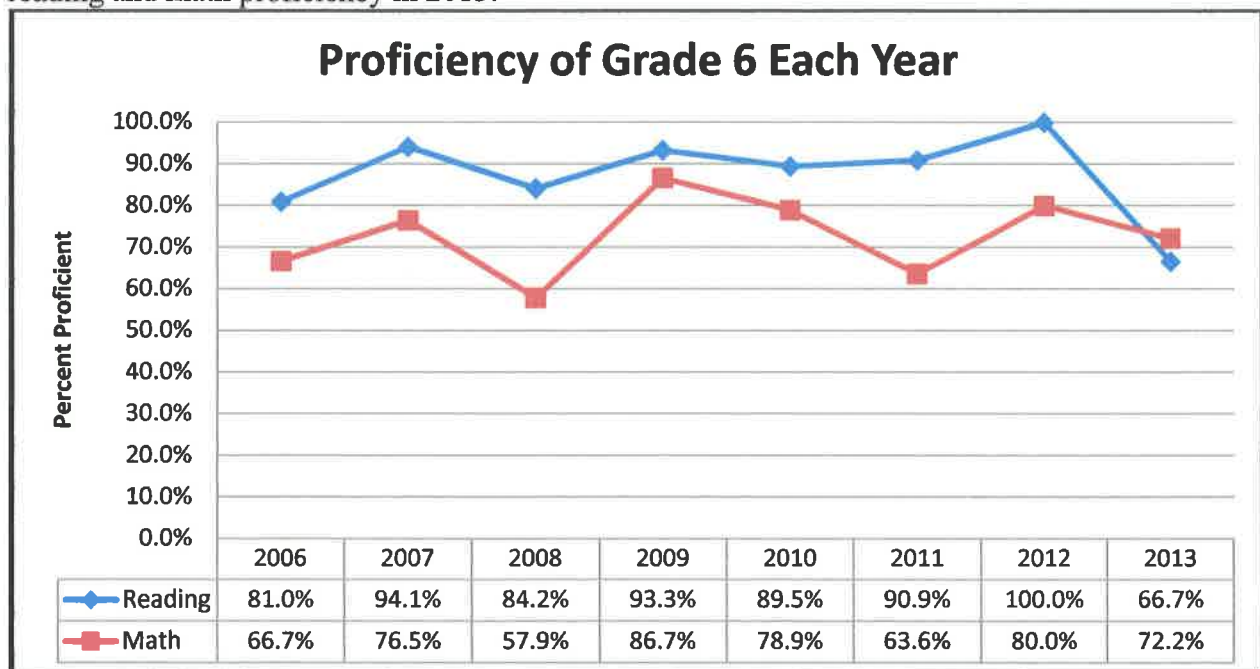
5th Grade CRT Results

The following chart shows 5th grade reading and math CRT results from 2006 to 2013. The results show math and reading proficiency was up at this grade in 2013. Both areas were excellent



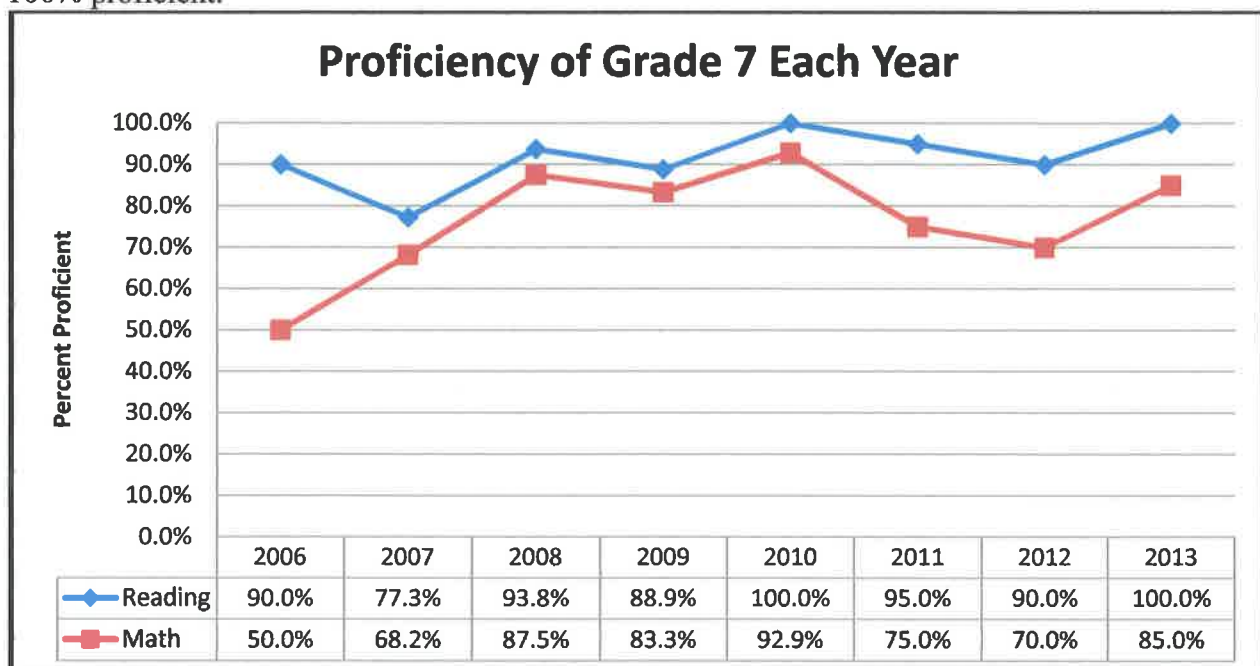
6th Grade CRT Results

The following chart shows 6th grade scores in reading and math. The results show a decrease for reading and math proficiency in 2013.



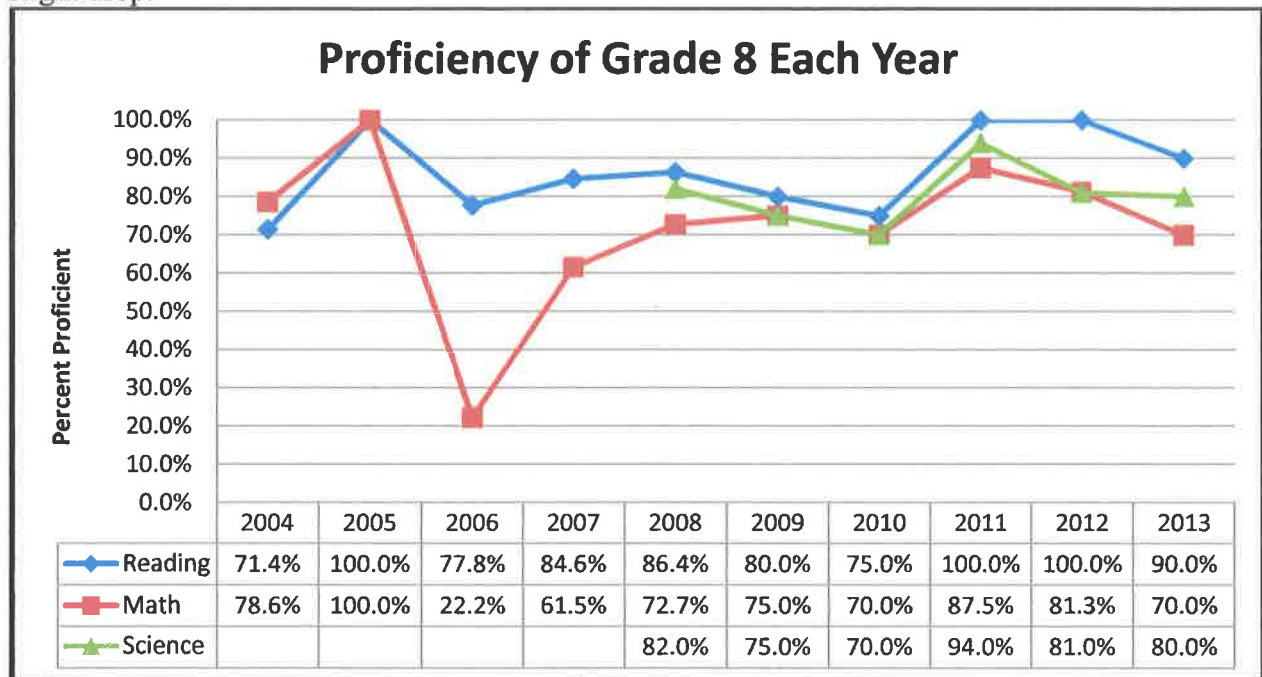
7th Grade CRT Results

The following chart shows 7th grade reading and math CRT results from 2006 to 2013. The results show an increase in proficiency for math and reading scores in 2013. Reading reached 100% proficient.



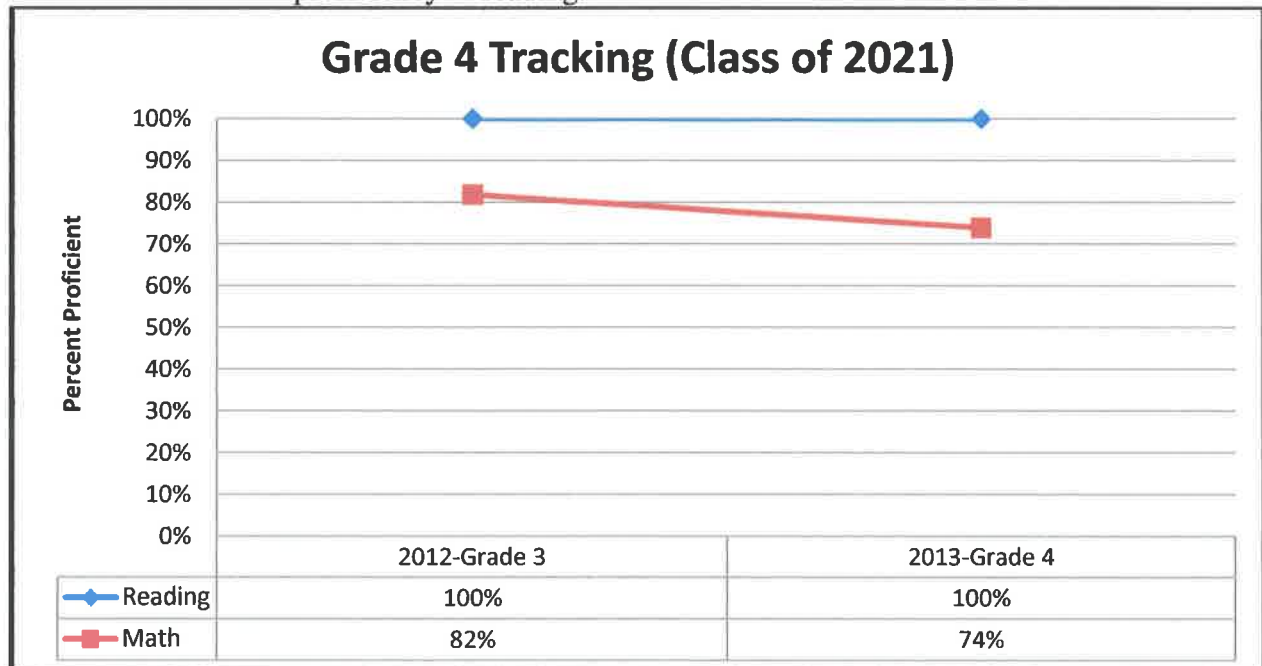
8th Grade CRT Results

The following chart shows 8th grade reading, math, and science CRT results from 2004 through 2013. The 2013 results show very good proficiency in math, reading, and science even with a slight drop.



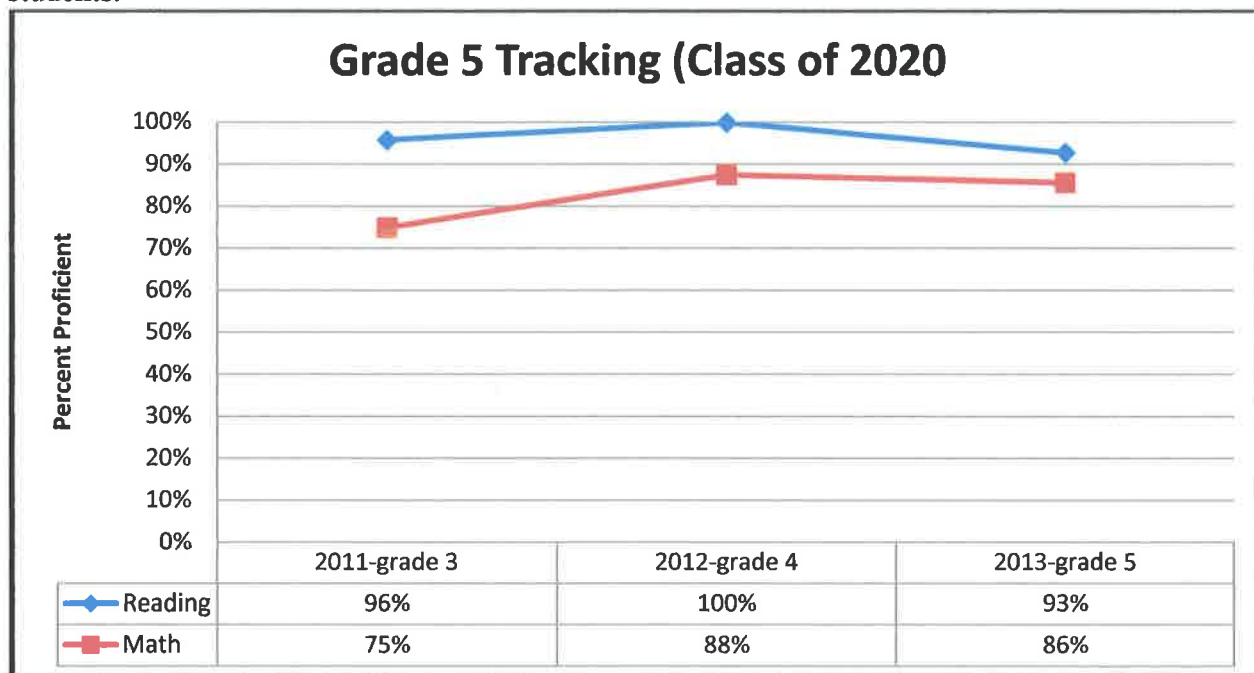
Fourth Grade - Tracking Results Each Year on the CRT

The following chart shows the results of the 4th grade class in 2013 and when they were in 3rd grade in 2012. The results show a decrease in proficiency for this class in math with the continuation of 100% proficiency in reading.



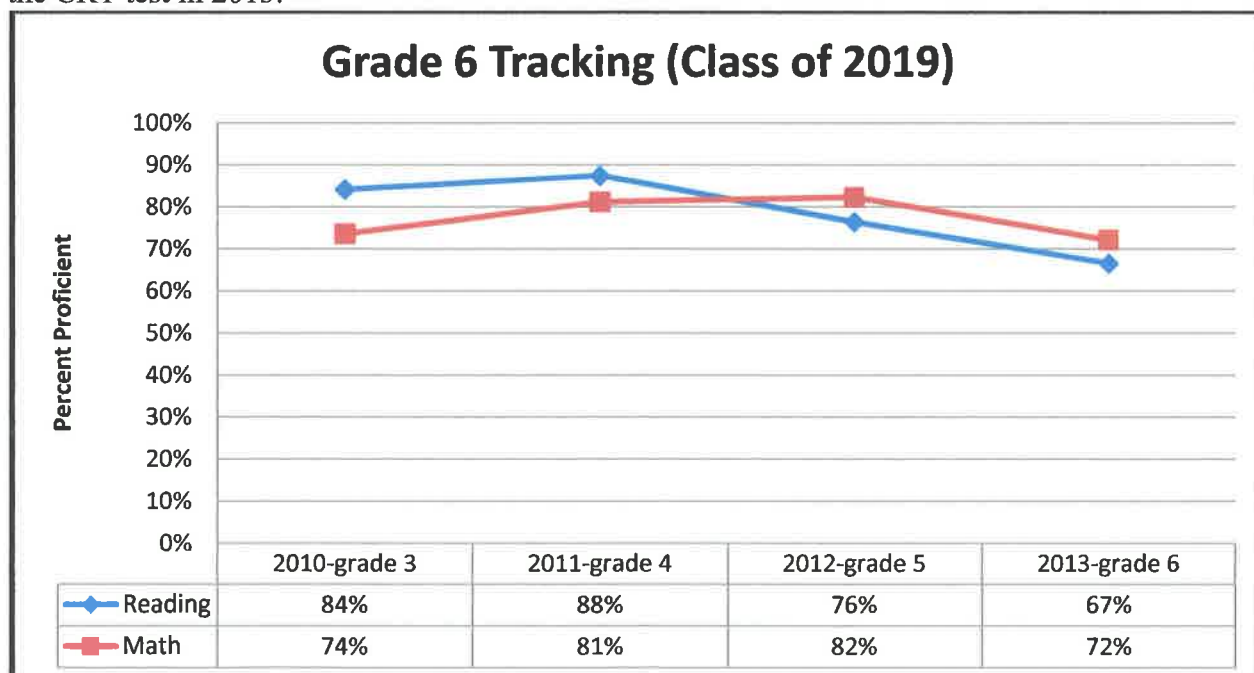
Fifth Grade - Tracking Results Each Year on the CRT

The following chart shows the results of the 5th grade class in 2013 and when they were in grades 3 and 4. The results show a continuation of very good proficiency in reading and math for these students.



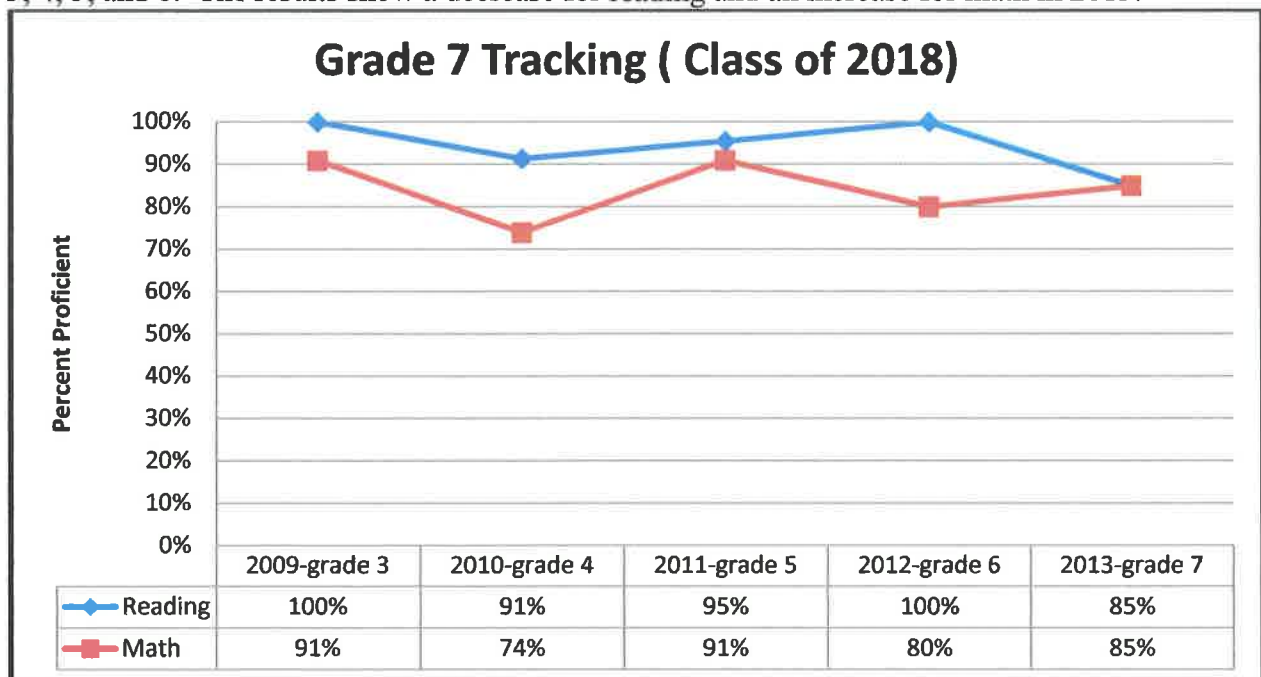
Sixth Grade - Tracking Results Each Year on the CRT

The following chart shows the results of the 6th grade class in 2013 and when they were in grades 3, 4, and 5. The results show this class has shown a decrease in math and reading proficiency on the CRT test in 2013.



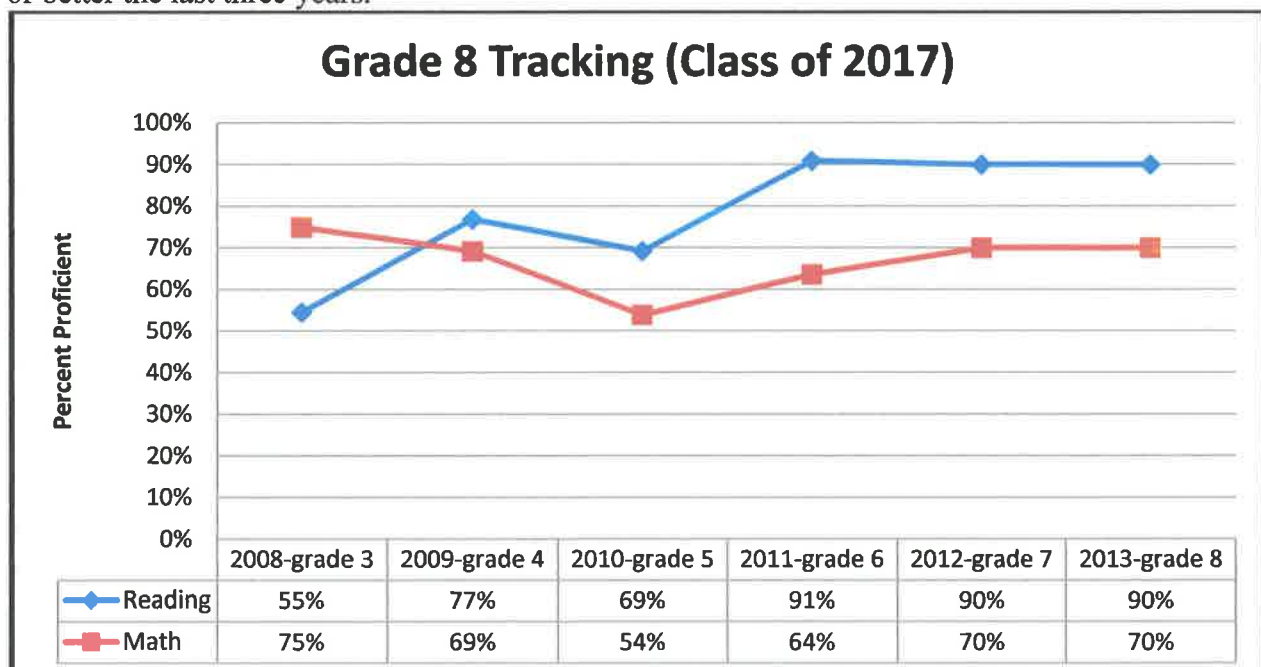
Seventh Grade - Tracking Results Each Year on the CRT

The following charts show the results of the 7th grade class in 2013 and when they were in grades 3, 4, 5, and 6. The results show a decrease for reading and an increase for math in 2013.



Eighth Grade - Tracking Results Each Year on the CRT

The following chart shows the results of the 8th grade class in 2013 and when they were in grades 3, 4, 5, 6, and 7. The results show excellent proficiency for these students in reading with 90% or better the last three years.



Results of All CRT Questions on each Montana Standard

The following charts show district student results by each Montana Standard in reading, math, and science compared to the state wide results on each standard in 2013. The percentage of correct responses by all students on all questions related to that specific standard is represented in the chart.

Reading Standard	Grade 3		Grade 4		Grade 5		Grade 6	
	District	State	District	State	District	State	District	State
1	62.0%	67.5%	66.4%	62.4%	70.4%	67.0%	65.5%	67.0%
2	64.7%	71.1%	76.1%	70.6%	81.3%	74.0%	71.6%	71.6%
4	55.7%	60.0%	83.8%	80.0%	76.0%	71.0%	70.0%	70.0%
5	47.1%	55.7%	78.9%	67.8%	76.3%	73.8%	63.8%	63.8%

Reading Standard	Grade 7		Grade 8		All Grades
	District	State	District	State	Total Percentage
1	77.1%	69.0%	73.2%	66.8%	69.1%
2	70.0%	65.8%	81.8%	68.8%	74.3%
4	84.0%	73.0%	83.3%	77.8%	75.5%
5	80.0%	72.0%	73.3%	62.5%	69.9%

Math Standard	Grade 3		Grade 4		Grade 5		Grade 6	
	District	State	District	State	District	State	District	State
2	63.2%	69.1%	62.7%	63.6%	67.1%	58.6%	55.7%	52.4%
3	57.5%	63.8%	58.8%	61.3%	76.3%	66.3%	61.3%	62.5%
4	56.0%	66.0%	74.0%	64.0%	75.5%	66.4%	57.3%	62.7%
5	56.0%	69.0%	68.0%	69.0%	70.0%	62.5%	62.5%	56.3%
6	47.5%	55.0%	77.5%	78.8%	74.0%	66.0%	56.0%	55.0%
7	48.8%	63.8%	66.3%	66.3%	63.8%	55.0%	66.3%	60.0%

Math Standard	Grade 7		Grade 8		All Grades
	District	State	District	State	Total Percentage
2	68.3%	62.2%	55.6%	52.8%	62.1%
3	73.8%	56.3%	67.5%	57.5%	65.8%
4	75.8%	60.0%	66.7%	64.2%	67.5%
5	56.3%	43.8%	55.0%	57.5%	61.3%
6	72.5%	62.5%	64.2%	55.8%	65.3%
7	60.0%	51.3%	52.5%	56.3%	59.6%

Science Standard	Grade 4		Grade 8		All Grades
	District	State	District	State	Total Percentage
1	75.7%	67.9%	73.6%	61.4%	74.6%
2	73.6%	65.0%	63.6%	60.7%	68.6%
3	67.9%	64.3%	72.9%	58.6%	70.4%
4	71.4%	66.4%	57.9%	57.1%	64.6%

Overall District Comparisons for Standards

The chart below shows the specific grade levels and the highest and lowest performing standards by district students in reading, math, and science.

District CRT Test Results Compared to the Montana Standards						
	Reading		Math		Science	
Grade	Highest Reading Standard 2013	Lowest Reading Standard 2013	Highest Math Standard 2013	Lowest Math Standard 2013	Highest Science Standard 2013	Lowest Science Standard 2013
3	2	5	2	6	NA	
4	4	1	6	3	1	3
5	2	1	3	7	NA	
6	2	5	7	2	NA	
7	4	2	4	5	NA	
8	4	1	3	7	1	4
All Grades	4	1	4	7	1	4

All Student Results on Open Response Questions

The following charts show the percentage of the total points that students scored on open response questions for reading, math, and science in 2013 compared to the state results.

Standard Content Reading Open Response Questions		All Grades 2013	
		District	State
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	43.5%	45.0%
Standard 2	Students apply a range of skills and strategies to read.	50.0%	50.0%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	NA	NA
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	NA	50.0%
	Total results on all standards for reading.	44.6%	46.4%

Standard Content Math Open Response Questions		All Grades 2013	
		District	State
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	54.1%	49.2%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	82.5%	61.3%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	NA	NA
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	NA	NA
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	35.0%	37.5%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	61.7%	55.0%
	Total results on all standards for math.	56.4%	51.2%

Standard Content Science Open Response Questions		All Grades 2013	
		District	State
Standard 2	Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.	47.5%	60.0%
Standard 3	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	47.5%	47.5%
Standard 6	Students understand historical developments in science and technology.	NA	20.0%
	Total results on all standards for science	47.5%	42.5%

Gender Results on Open Response Questions

The following charts show the percentage of the total points that students scored on open response questions for reading, math, and science in 2013 based on gender.

Standard Content Reading Open Response Questions		All Grades 2013	
		Males	Females
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	40.5%	46.5%
Standard 2	Students apply a range of skills and strategies to read.	47.5%	52.5%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	NA	NA
	Total results on all standards for reading.	41.7%	47.5%

Standard Content Math Open Response Questions		All Grades 2013	
		Males	Females
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	54.1%	55.9%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	85.0%	80.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	25.0%	40.0%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	65.0%	60.0%
	Total results on all standards for math.	56.1%	57.5%

Standard Content Science Open Response Questions		All Grades 2013	
		Males	Females
Standard 2	Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.	45.0%	50.0%
Standard 3	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	50.0%	45.0%
Standard 6	Students understand historical developments in science and technology.	NA	NA
	Total results on all standards for science	47.5%	47.5%

CRT Test Item Analysis

Measured Progress released questions for reading, math, and science. Fifty percent of the reading, math, and science questions used for scoring were released and some of the lowest and highest scoring questions are listed for each grade. Due to the release policy, for some grades the lowest and highest scoring questions may not have been released. In that situation, the lowest scoring released questions are listed.

3rd Grade Reading – Current Standards

Analysis of all 3rd grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standard 5. The highest scoring question was related to standard 4.

19. In the part called **What To Do**, step 1 is **different** from the other steps because of the way the clay is

- ☐ A. cleaned.
- ☐ B. covered.
- ☐ C. handled.
- ☐ D. heated.

The correct answer is C with 29% of the students correct. 29% chose B for the answer.

25. What type of passage is “Clay Pinch Pots and Animals”?

- ☐ A. fable
- ☐ B. nonfiction
- ☐ C. play
- ☐ D. poetry

The correct answer is B with 36% of the students correct. 36% chose D for the answer.

1. Why does the author most likely start the passage with a question?

- ☐ A. to show readers the first step in making a bicycle safe
- ☐ B. to explain why it is important to ride a safe bicycle
- ☐ C. to describe the parts of a bicycle that make it safe
- ☐ D. to get readers to think about bicycle safety

The correct answer is D with 43% of the students correct. 29% chose A for the answer.

5. How does a person make the bicycle chain move?

- ☐ A. by turning the handlebars
- ☐ B. by pedaling
- ☐ C. by braking
- ☐ D. by rolling the tires

The correct answer is B with 93% of the students correct.

Open Response Summary for 3rd Grade Reading

View Item	<u>Released Item</u>	<u>Standard</u>	<u>Point Value</u>	<u>Avg Score</u>
	27	1	4	0.8

The open response summary for 3rd graders shows that students found the question challenging.

27. Explain how to find clay in the ground and prepare it to be used. Use details from the passage in your answer.

3rd Grade Math – Current Standards

Analysis of all 3rd grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 3 & 7. The highest scoring questions were related to standards 2 & 3.

22. Look at the number sentence below:

$$6 + 14 = \star + 6 + \star$$

Each ★ stands for the same number.

What number does the ★ stand for?

- ☐ A. 3
☐ B. 7
☐ C. 14
☐ D. 20

The correct answer is B with 14% of the students correct. 50% chose D for the answer.

8. Alex used cubes to make the pattern shown below.



What are the next two cubes in Alex's pattern?

- ☐ A. 
- ☐ B. 
- ☐ C. 
- ☐ D. 

The correct answer is A with 29% of the students correct. 36% chose D for the answer.

21. Daniel rode his bike for 146 minutes.
How long did he ride his bike in hours
and minutes?

- ☐ A. 1 hour 26 minutes
- ☐ B. 1 hour 46 minutes
- ☐ C. 2 hours 26 minutes
- ☐ D. 2 hours 46 minutes

The correct answer is C with 43% of the students correct. 36% chose B for the answer.

1. Look at the number sentence below.

$$\square \times 1 = 12$$

What number belongs in the box?

- ☐ A. 10
☐ B. 11
☐ C. 12
☐ D. 13

The correct answer is C with 93% of the students correct.

Open Response Summary for 3rd Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	10	6	4	1.4
	9	2	1	0.8
	16	7	1	0.6

The open response summary for 3rd graders shows that students scored the best on numbers 9 & 16.

9. Subtract:

$$\begin{array}{r} 546 \\ - 75 \\ \hline \end{array}$$

16. The numbers below follow a pattern.

63, 57, 51, 45, 39, 33, ?

What number comes next in the pattern?

10. Ms. Franklin put 10 rulers in a box. Each ruler is red, green, or blue. She is going to give a ruler to each of 10 students without looking. A student is very **likely** to get a red ruler and unlikely to get a green ruler or a blue ruler.
- a. Complete the chart below to show the number of each color ruler that could be in the box.

Rulers

Color	Number of Rulers
Red	
Green	
Blue	

Use the information in your chart to answer part b and part c.

- b. Kyle said, "I am certain to get a red ruler." **Explain** why Kyle's statement is correct or is incorrect.
- c. What **would** you have to change about the colors of the rulers in the box to make it impossible for Kyle to pick a green ruler?

4th Grade Reading – Current Standards

Analysis of all 4th grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standard 2. The highest scoring question was related to standard 4.

1. Which question is answered by the information in the first paragraph?
 - A. Why do sugar gliders leave the nest?
 - B. What country do sugar gliders live in?
 - C. How many sugar gliders share a nest?
 - D. What do sugar gliders like to eat?

The correct answer is B with 57% of the students correct. 35% chose A for the answer.

5. Which paragraph best describes what the sugar glider is doing in the photograph?
 - A. paragraph 2
 - B. paragraph 3
 - C. paragraph 6
 - D. paragraph 8

The correct answer is C with 52% of the students correct. 30% chose B for the answer.

25. What is the main purpose of the photograph in the passage?
 - A. to prove Reeba invented something
 - B. to show a proud moment for Reeba
 - C. to prove inventing takes a lot of work
 - D. to show why students should be inventors

The correct answer is B with 35% of the students correct. 52% chose A for the answer.

6. The main purpose of this passage is to
 - A. inform the reader about the life of sugar gliders.
 - B. explain how to take care of sugar gliders.
 - C. encourage the reader to watch sugar gliders.
 - D. compare sugar gliders to other animals.

The correct answer is A with 100% of the students correct.

Open Response Summary for 4th Grade Reading

View Item	Released Item	Standard	Point Value	Avg Score
	20	1	4	1.5

The open response summary for 4th graders shows that students scored below average.

20. Describe what the boy learns from his experiences on the river. Use details from the passage to explain your answer.

4th Grade Math – Current Standards

Analysis of all 4th grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 3 & 2. The highest scoring question was related to standard 4.

4. A zookeeper has 17 monkeys to put in cages. Each cage holds 5 monkeys. She wrote the division problem shown below to find how many cages she will need.

$$17 \div 5 = 3 \text{ R}2$$

What is the fewest number of cages the zookeeper will need?

- A. 2
- B. 3
- C. 4
- D. 5

The correct answer is C with 30% of the students correct. 57% chose B for the answer.

14. Jesse is 53 inches tall. Which measurement also shows how tall Jesse is?

- A. 4 feet 3 inches
- B. 4 feet 5 inches
- C. 5 feet 3 inches
- D. 5 feet 5 inches

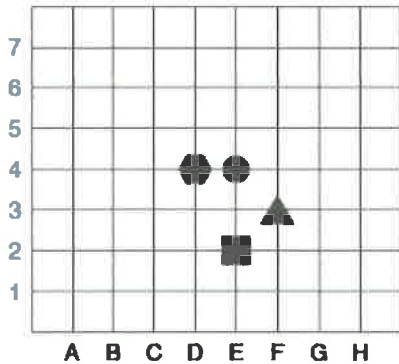
The correct answer is B with 35% of the students correct. 35% chose C for the answer.

22. Mrs. Richards put 24 desks in rows. Each row has the same number of desks. She made 4 rows of desks. Which number sentence can be used to find how many desks are in each row?

- A. $24 \times 4 = \square$
- B. $4 \div 24 = \square$
- C. $24 \div \square = 4$
- D. $24 \times \square = 4$

The correct answer is C with 26% of the students correct. 30% chose A or B for the answer.

3. Look at the grid below.






What shape is at (E, 4)?

- A. ●
- B. ⬡
- C. ■
- D. ▲

The correct answer is A with 96% of the students correct.

Open Response Summary for 4th Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	<u>8</u>	<u>2</u>	<u>4</u>	<u>2.5</u>
	<u>6</u>	<u>2</u>	<u>1</u>	<u>0.3</u>
	<u>7</u>	<u>3</u>	<u>1</u>	<u>0.6</u>

The open response summary for 4th graders shows that students scored the highest on numbers 8 & 7.

6. Multiply:

$$\begin{array}{r} 315 \\ \times 72 \\ \hline \end{array}$$

7. Look at the number sentence below.

$$\bigcirc + \bigcirc + 12 = 8 + 6 + 10$$

Each circle has the same value. What is the value of a circle?

8. The chart below shows the costs of school supplies at a school store.

School Store

School Supply	Cost
Box of crayons	\$0.60
Box of markers	\$1.45
Notebook	\$1.10
Pencil	\$0.25
Ruler	\$0.30

- Nathan bought two pencils and a notebook at the school store. How much money did he spend at the school store?
- Lester bought three different school supplies at the school store. He spent exactly \$2.00. List three school supplies Lester could have bought.
- Mike has \$1.00 to spend on school supplies at the school store. Write a word problem about Mike buying school supplies at the school store. The problem must be solved using subtraction.
- Solve the word problem you wrote in part c.

4th Grade Science

Analysis of all 4th grade student responses for science on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 5 & 6. The highest scoring questions were related to standards 1 & 3.

20. For hundreds of years, many people believed that Earth was flat. Scientists now know that Earth is shaped like a sphere. How do scientists now know the shape of Earth?
- Many scientists worked in different ways to find the shape of Earth.
 - The smartest scientists did one experiment to find the shape of Earth.
 - Many scientists traveled around Earth to ask people their opinions.
 - One scientist took pictures at many different locations on Earth.

The correct answer is A with 39% of the students correct. 39% chose B for the answer.

3. The tables below show the hardness numbers of four objects and four minerals. The higher the number, the harder the object.

Hardness of Objects

Object	Hardness
Fingernail	$2\frac{1}{2}$
Copper penny	$3\frac{1}{2}$
Glass	5
Steel knife	6

Mineral Hardness

Mineral	Hardness
Talc	1
Gypsum	2
Apatite	5
Quartz	7

Which mineral can be scratched by a steel knife but is too hard to be scratched by a copper penny?

- A. talc
- B. gypsum
- C. apatite
- D. quartz

The correct answer is C with 48% of the students correct. 35% chose D for the answer.

13. Read the information in the box below.

Healthy birch trees have grown near an elementary school for years. One summer, many of the trees begin losing their leaves. A few months later, the trees appear to be dying.

How can students at the school best help scientists figure out why the birch trees appear to be dying?

- A. by writing letters about the trees to scientists
- B. by planting new trees for scientists to study
- C. by reading articles scientists have written about the trees
- D. by collecting soil, leaves, and insects for the scientists to study

The correct answer is D with 26% of the students correct. 30% chose A for the answer.

5. Historically, some Montana American Indians observed animal fur and decided to make mittens like the ones shown in the picture below.



Which physical characteristics of animal fur made it a good choice for mittens?

- A. Fur is strong and does not get dirty.
- B. Fur does not burn and is easy to clean.
- C. Fur absorbs moisture and can be dyed.
- D. Fur is soft and protects from the cold.

The correct answer is D with 96% of the students correct.

Open Response Summary for 4th Grade Science

[View Item](#)



[Released Item](#)

11

[Standard](#)

3

[Point Value](#)

4

[Avg Score](#)

1.9

The open response summary for 4th graders shows that students scored about average.

11. Prairie environments contain grasses and other plants called forbs (nonwoody plants). This environment has little rain and wide temperature ranges. Prairies have rolling hills, wide river valleys, dry soil, and sometimes fires. The table below lists characteristics and diets of four animals.

Prairie Animals

Animal	Characteristics	Diet
F	<ul style="list-style-type: none"> • Small mammal • Burrows in soil • Active at night • Mostly gets water from eating plants 	Grasses, weeds, seeds, earthworms, insects
G	<ul style="list-style-type: none"> • Amphibian • Lives in or near water • Active day or night 	Snakes, worms, insects, salamanders, fish, tadpoles
H	<ul style="list-style-type: none"> • Large mammal • Active during the day • Grazes in continuous moving herds • Takes in water once a day 	Grasses and weeds
J	<ul style="list-style-type: none"> • Bird • Nests in burrows • Active day and night • Spends a lot of time on the ground 	Small mammals, birds, reptiles, amphibians

- a. Choose two animals from the table that can survive in a prairie environment.
- b. Describe two things about the animals you chose in part a that make them able to live in a prairie environment.

5th Grade Reading – Current Standards

Analysis of all 5th grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 2 & 1. The highest scoring questions were related to standards 1 & 2.

18. What does this passage **mainly** show about Granny Torrelli's cooking?

- A. It is her way of communicating with others.
- B. It gives her a chance to tell others what to do.
- C. It is a new tradition in the culture of her family.
- D. It is a chore that she does only when necessary.

The correct answer is A with 64% of the students correct. 29% chose C for the answer.

27. Which would be the best way to find information in the passage if you could not remember exactly where it was?

- A. look at the title
- B. study the **pictures**
- C. scan the text
- D. read from the beginning

The correct answer is C with 36% of the students correct. 43% chose D for the answer.

9. In the last paragraph, why does the father tell Pedro, "All six of them want to go in your boat next time"?

- A. to get Pedro to work harder
- B. to make Pedro feel good
- C. to plan for the next trip
- D. to find more customers

The correct answer is B with 57% of the students correct. 36% chose C for the answer.

4. In paragraph 15, the word vanished means

- A. darkened.
- B. increased.
- C. separated.
- D. disappeared.

The correct answer is D with 100% of the students correct.

Open Response Summary for 5th Grade Reading

View Item	<u>Released Item</u>	<u>Standard</u>	<u>Point Value</u>	<u>Avg Score</u>
	13	1	4	2.2

The open response summary for 5th graders shows that students scored above average.

13. Explain why this is an important day in Pedro's life. Use information from the story to support your answer.

5th Grade Math – Current Standards

Analysis of all 5th grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 2, 6, & 7. The highest scoring questions were related to standards 5, 4, & 6.

21. There are 525,600 minutes in a year. What is 525,600 rounded to the nearest thousand?

A. 520,000
B. 525,000
C. 526,000
D. 530,000

The correct answer is C with 36% of the students correct. 57% of the students chose D for the answer.

15. Leah has 3 outfits for each of her dolls.

Which chart shows the relationship between the number of dolls and the total number of outfits?

Leah's Dolls

A.

Number of Dolls	Total Number of Outfits
1	3
2	3
3	3
4	3

Leah's Dolls

B.

Number of Dolls	Total Number of Outfits
2	2
3	3
4	4
5	5

Leah's Dolls

C.

Number of Dolls	Total Number of Outfits
2	6
3	9
4	12
5	15

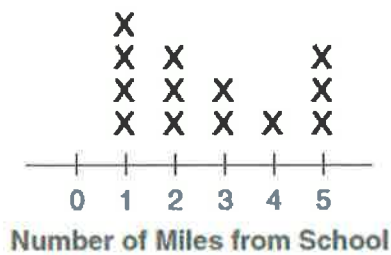
Leah's Dolls

D.

Number of Dolls	Total Number of Outfits
6	2
9	3
12	4
15	5

The correct answer is C with 36% of the students correct. 57% of the students chose A for the answer.

14. Brenda surveyed the students in her class to find the number of miles each student lives from school. The line plot below shows the results of her survey.

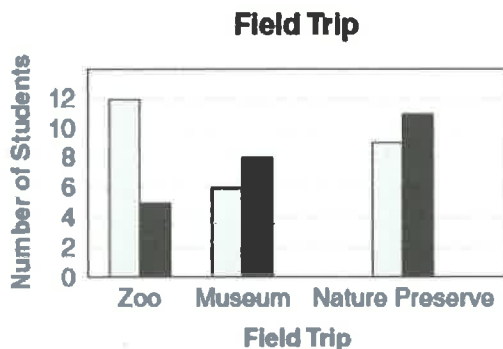


What is the median number of miles students in Brenda's class live from school?

- A. 4
- B. 3
- C. 2
- D. 1

The correct answer is C with 36% of the students correct. 43% of the students chose B for the answer.

10. The students in two fifth-grade classes voted for their favorite field trip. The bar graph below shows the results.



What is the total number of students who voted for the zoo?

- A. 12
- B. 16
- C. 17
- D. 18

The correct answer is C with 86% of the students correct.

Open Response Summary for 5th Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	<u>8</u>	<u>2</u>	<u>4</u>	<u>2.6</u>
	<u>6</u>	<u>2</u>	<u>1</u>	<u>0.9</u>
	<u>2</u>	<u>2</u>	<u>1</u>	<u>0.6</u>

The open response summary for 5th graders shows that students scored the highest on 6 & 7.

6. What is the next number in the pattern below?

1.01, 1.13, 1.25, 1.37, 1.49, 1.61, 2

7. Compute:

$$4200 \div 3$$

8. A school supply store is having a sale. Of the first 150 customers who enter the store, every 10th customer will receive a free pencil, and every 25th customer will receive a free notebook.
- How many customers will receive a pencil? Show or explain how you found your answer.
 - How many customers will receive both a pencil and a notebook? Show or explain how you found your answer.

6th Grade Reading – Current Standards

Analysis of all 6th grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 1 & 5. The highest scoring questions were related to standards 1, 4, & 2.

13. What is the author's most likely reason for writing the passage from Isabel's point of view?
- to make readers connect with the narrator's experiences
 - to help readers understand the topic of whales
 - to encourage readers to protect endangered whales
 - to help readers picture the narrator's appearance

The correct answer is A with 50% of the students correct. 28% chose D for the answer.

6. Based on the passage, which change would improve the quality of astronomers' work the most?
- improved scientific equipment
 - increased training of scientists
 - better images of the planets
 - more practice in space travel

The correct answer is A with 39% of the students correct. 33% chose C for the answer.

7. The main purpose of this passage is to
- provide ideas for a science project.
 - explain something in our everyday lives.
 - encourage more research about the stars.
 - describe the features of an unusual event.

The correct answer is B with 56% of the students correct. 22% chose C for the answer.

14. Which would be the best way to find out more about the character Captain Ahab?

- A. Look up "Ahab" in a dictionary.
- B. Look up "whaling" in an encyclopedia.
- C. Read a summary of *Moby Dick*.
- D. Read about the author of *Moby Dick*.

The correct answer is C with 83% of the students correct.

Open Response Summary for 6th Grade Reading

View Item	Released Item	Standard	Point Value	Avg Score
	27	1	4	2.0

The open response summary for 6th graders shows that students scored average.

27. Describe the relationship between Nick and Marcy. Use details from the passage to support your answer.

6th Grade Math – Current Standards

Analysis of all 6th grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 5 and 6. The highest scoring questions were related to standards 6 & 7.

15. Casey asked 75 people what their favorite type of apple is. She found that 30 people chose golden delicious apples. Based on this probability, how many people should Casey expect to choose golden delicious if she asks 500 people?

- A. 200
- B. 300
- C. 425
- D. 750

The correct answer is A with 39% of the students correct. 33% chose B for the answer.

19. Nancy uses a total of 178 feet of rope to mark the boundaries of a rectangular volleyball court. The width of the volleyball court is 29 feet. What is the length of the volleyball court?

- A. 58 feet
- B. 60 feet
- C. 62 feet
- D. 120 feet

The correct answer is B with 39% of the students correct. 22% chose C or D for the answer.

10. The expression below represents the maximum number of minutes of homework allowed each night at Oak School based on g , the student's grade level.

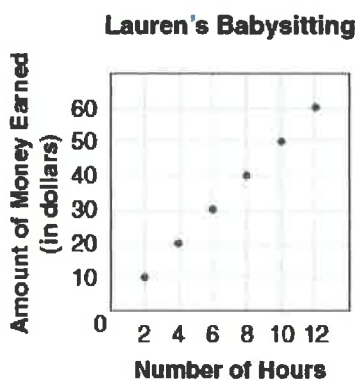
$$15g + 30$$

What is the maximum number of minutes of homework allowed each night at Oak School for students in grade 6?

- A. 51
- B. 90
- C. 120
- D. 270

The correct answer is C with 44% of the students correct. 33% chose A for the answer.

22. Lauren made the graph below to show the amount of money she earns babysitting.



Which expression can be used to find the amount of money, in dollars, Lauren earns babysitting for n hours?

- A. $5 + n$
- B. $5 - n$
- C. $5 \times n$
- D. $5 \div n$

The correct answer is C with 89% of the students correct.

Open Response Summary for 6th Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	8	2	4	2.4
	6	2	1	0.4
	7	3	1	0.9

Summary for 6th graders shows that students scored the best on 7 the lowest on 6.

6. Compute:

$$20 + (19 - 3) \div 8$$

7. What is the value of x in the equation below?

$$x + 49 = 67$$

8. The fuel tank at Edward's company has a gauge to show how much fuel is in the tank. The tank holds 15,000 gallons of fuel when it is full. The pictures below show the gauge when the tank is empty and when it is full.



On Tuesday the gauge looked like the picture shown below.



- a. What is the total number of gallons of fuel that were in the tank on Tuesday? Show or explain how you found your answer.

On Thursday the gauge looked like the picture shown below.



- b. What percent of the tank was full of fuel on Thursday? Show or explain how you found your answer.

Copy the blank gauge shown below into your Answer Booklet.



On Saturday there were exactly 12,000 gallons of fuel in the tank.

- c. Shade the gauge in your Answer Booklet to show what the gauge would look like when there are exactly 12,000 gallons of fuel in the tank. Show or explain how you found your answer.

7th Grade Reading – Current Standards

Analysis of all 7th grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 1, 2, & 5. The highest scoring questions were related to standards 1 & 5.

2. In paragraph 2, the phrase "without breaking anything—including our friendship" is most likely included to
- A. make a humorous comment about the way the girls argue.
 - B. demonstrate that moving the eggs safely is an easy task.
 - C. show that the girls are used to working on things together.
 - D. explain why the eggs tend to stick together in the woodpile.

The correct answer is A with 55% of the students correct. 25% chose C for the answer.

6. In the last paragraph, the word *needs* is in italics to emphasize
- A. how angry the narrator is about letting the snake go.
 - B. how strongly the narrator yearns for a snake.
 - C. why the narrator releases the snake into the grass.
 - D. what the narrator is willing to do to keep her snake.

The correct answer is B with 55% of the students correct. 35% chose A for the answer.

18. What is the most likely reason the narrator's family "let" Aunt Laura wash the dishes?

- A. It was easier to give in to Aunt Laura than to argue with her.
- B. There was a lot of work to do and they needed Aunt Laura's help.
- C. Aunt Laura was good at washing dishes and enjoyed helping.
- D. Aunt Laura was up early and liked to wash the dishes in the morning.

The correct answer is A with 50% of the students correct. 20% chose C or D for the answer.

13. What kind of text is the passage?

- A. a biography
- B. a fable
- C. historical fiction
- D. a journal entry

The correct answer is A with 95% of the students correct.

Open Response Summary for 7th Grade Reading

View Item	Released Item	Standard	Point Value	Avg Score
	<u>27</u>	<u>2</u>	<u>4</u>	<u>2.0</u>

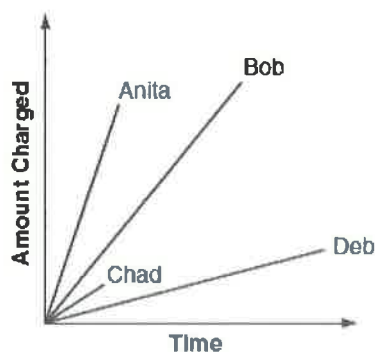
The open response summary for 7th graders shows that students scored average on number 27.

27. Describe the relationship between the narrator and Aunt Laura. Use details from the passage to support your answer.

7th Grade Math – Current Standards

Analysis of all 7th grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 2, 6, and 4. The highest scoring question was related to standard 4.

16. The graph below compares the amounts several students charge for babysitting.



Which student charges the most per hour?

- A. Anita
- B. Bob
- C. Chad
- D. Deb

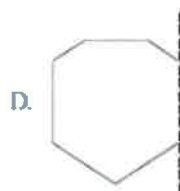
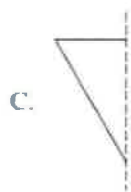
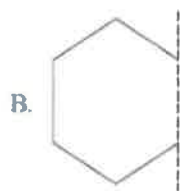
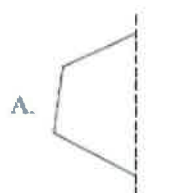
The correct answer is A with 45% of the students correct. 55% chose B for the answer.

5. When you multiply a positive whole number, w , by a fraction, f , where $0 < f < 1$, what is always true about the product wf ?

- A. $wf < f$
- B. $wf > w$
- C. $wf = f$
- D. $wf < w$

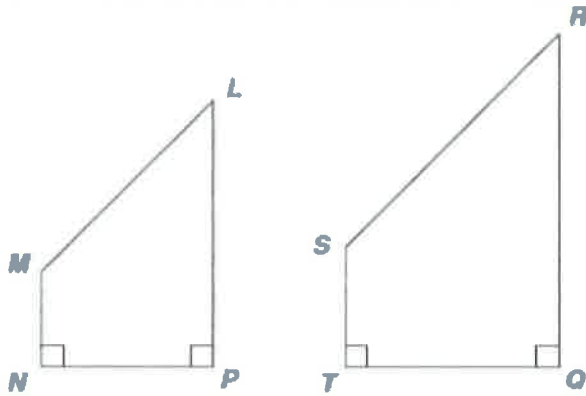
The correct answer is D with 40% of the students correct. 30% chose A or B for the answer.

11. A vertical line of symmetry is drawn through a six-sided polygon. Which diagram could represent the left half of this six-sided polygon?



The correct answer is A with 90% of the students correct.

13. The trapezoids below are similar.



Which proportion is true?

- A. $\frac{NM}{ML} = \frac{SR}{ST}$
- B. $\frac{MN}{NP} = \frac{TQ}{QR}$
- C. $\frac{NP}{TQ} = \frac{SR}{ML}$
- D. $\frac{LP}{PN} = \frac{RQ}{QT}$

The correct answer is D with 45% of the students correct. 45% chose C for the answer.

Open Response Summary for 7th Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	9	2	4	2.2
	2	2	1	0.3
	8	3	1	0.9

The open response summary for 7th graders shows that students scored the highest on #8.



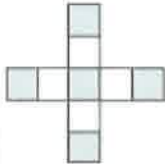
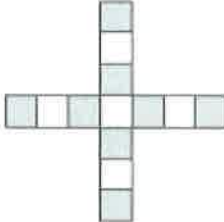
7. Compute. Write the answer as a mixed number in simplest form.

$$\frac{1}{3} \times 3\frac{3}{4}$$

8. Solve for m :

$$3(m + 7) = 45$$

9. Sheila made the pattern shown below using black and white tiles.

Design				
Term	1	2	3	4

- a. In your Answer Booklet, draw the design for Term 5 in the pattern.
b. Copy the table below into your Answer Booklet and complete it.

Term	Number of Black Tiles
1	1
2	4
3	
4	
5	

- c. How many white tiles are needed to make the design that uses 20 black tiles? Show your work or explain how you know.

8th Grade Reading – Current Standards

Analysis of all 8th grade student responses for reading on the 2013 CRT by each specific question showed the following results. The lowest scoring question was related to standard 5. The highest scoring questions were related to standards 2, 4, & 5.

1. The main purpose of the first paragraph is to

- A. show what triggers a memory in Saeng.
- B. describe the plant Saeng is looking for.
- C. tell what Saeng is doing in the park.
- D. explain why Saeng is on her way home.

The correct answer is A with 30% of the students correct. 40% chose B for the answer.

10. Saeng most likely spent her childhood in a place where

- A. summers are quite short.
- B. rain falls very infrequently.
- C. tropical plants are everywhere.
- D. greenhouses are a common sight.

The correct answer is C with 60% of the students correct. 20% chose B for the answer.

18. The tone in "Moment" is best described as

- A. angry.
- B. joyful.
- C. reflective.
- D. worried.

The correct answer is C with 60% of the students correct. 20% chose D for the answer.

8. In paragraph 20, what do the words splayed back mean?

A. carefully formed
B. colored in
C. evenly spaced
D. spread out

The correct answer is D with 100% of the students correct.

Open Response Summary for 8th Grade Reading

View Item	Released Item	Standard	Point Value	Avg Score
	13	1	4	2.2

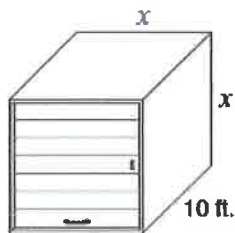
The open response summary for 3rd graders shows that students scored above average.

13. What does the reader learn about Saeng throughout this passage? Use details from the passage to support your answer.

8th Grade Math – Current Standards

Analysis of all 8th grade student responses for math on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 5 and 7. The highest scoring questions were related to standards 2, 4, & 6.

10. The inner dimensions of a storage unit are shown below.



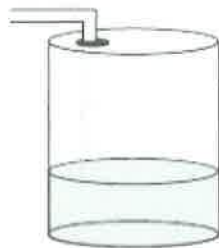
not drawn to scale

The height and width have the same measure, x . The volume is 360 cubic feet. What is the height of the storage unit?

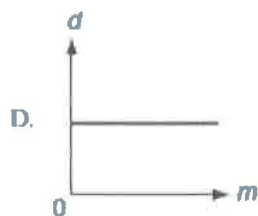
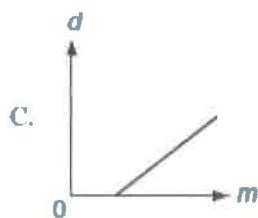
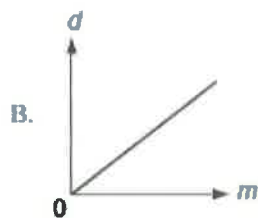
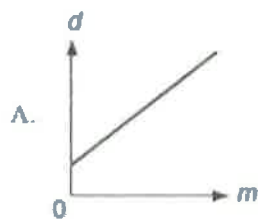
A. 4 feet
B. 6 feet
C. 18 feet
D. 36 feet

The correct answer is B with 30% of the students correct. 40% chose C for the answer.

4. At noon, the cylindrical tank shown below contained water to a depth of 8 inches.



During the afternoon, it continued to fill at a constant rate, increasing the depth of the water 2 inches per minute. Which graph could represent the depth of the water, d , over m minutes?



The correct answer is A with 30% of the students correct. 50% chose B for the answer.

20. Students were asked how many hours they spend exercising each week. The results are displayed in the histogram below.



How many of the students surveyed exercise at least 10 hours a week?

- A. 14
- B. 16
- C. 30
- D. 32

The correct answer is C with 40% of the students correct. 60% chose A for the answer.

1. Which expression is equivalent to 2^4 ?

- A. 2×4
- B. $2 \times 2 \times 2 \times 2$
- C. $\sqrt{32}$
- D. $\sqrt{64}$

The correct answer is B with 100% of the students correct.

Open Response Summary for 8th Grade Math

View Item	Released Item	Standard	Point Value	Avg Score
	2	2	4	1.8
	5	2	1	0.1
	6	3	1	0.9

The summary for 8th graders shows that students scored the best on #6 and the lowest on #5.

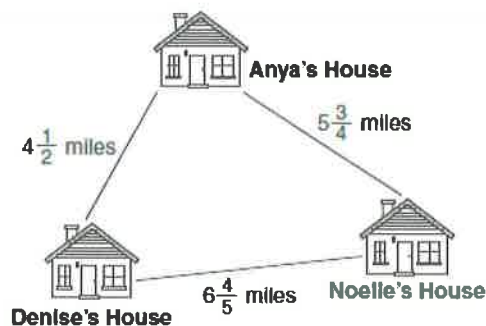
5. Compute:

$$-16 - 4^3 \div 2$$

6. Solve this equation.

$$4x + 20 = 820$$

7. The distances between the houses of three friends are shown on the map below.



Denise rode her bike roundtrip from her house to Noelle's house.

- What is the total distance, in miles, Denise rode her bike?
- What is the difference in the distance, in miles, from Noelle's house to Denise's house and the distance from Noelle's house to Anya's house? Show or explain how you found your answer.

Anya rode her bike from her house to Noelle's house and then to the library. The library is halfway between Noelle's house and Denise's house.

- What is the total distance, in miles, Anya rode her bike to get to the library? Show or explain how you found your answer.

8th Grade Science

Analysis of all 8th grade student responses for science on the 2013 CRT by each specific question showed the following results. The lowest scoring questions were related to standards 2 & 4. The highest scoring questions were related to standard 2 & 3.

- How do most scientists today believe that the solar system formed?
 - from a spinning cloud made of gas and dust
 - from a black hole that collapsed and turned inside out
 - from a massive planet that exploded into smaller pieces
 - from a large star that spread out and then formed planets

The correct answer is A with 30% of the students correct. 30% chose B or C for the answer.

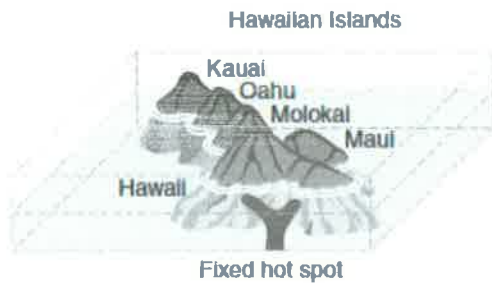
- Which substance is classified as a mixture?
 - air
 - carbon dioxide
 - nitrogen
 - oxygen

The correct answer is A with 40% of the students correct. 30% chose C for the answer.

- Finches living on different islands have beaks of different sizes and shapes. What factor is directly responsible for these differences?
 - type of climate
 - sources of food
 - number of predators
 - locations of nesting sites

The correct answer is B with 100% of the students correct.

25. The diagram below shows the Hawaiian Islands.



Which processes are directly involved in the formation of the Hawaiian Island volcanoes?

- A. sedimentation and compaction
- B. melting and cooling
- C. burial and uplift
- D. weathering and erosion








The correct answer is B with 40% of the students correct. 20% chose A, C or D for the answer.

Open Response Summary for 8th Grade Science

View Item	<u>Released Item</u>	<u>Standard</u>	<u>Point Value</u>	<u>Avg Score</u>
	11	2	4	1.9

Students scored about average on #11 in science.

11. There are six simple machines: inclined planes, wedges, screws, levers, wheels and axles, and pulleys. Seven objects are shown below. Some of the objects are compound machines that consist of more than one simple machine.

			
Scissors	Slide	Bottle top	Stairs and walkway
			
Faucet	Bicycle	Paper cutter	

Choose four objects from the table that represent four different types of simple machines.

- a. List each object and identify the type of simple machine the object represents.
- b. Describe the part or parts of each of the four objects that are the simple machines you identified in part (a). You may include a labeled drawing in your response.