


SELECTED PARAMETERS

District Name:	SANTA CLARA USD		
ROSTER & GROUP SELECTIONS		ASSESSMENT SELECTIONS	
Enrollment Year:	2011 - 2012	Assessment Year:	2010 - 2011
Student Roster:	SIS 11-12 Dec	Assessment:	7th Gr Math 2nd Quart EOS 10-11  (CST-Equivalent Scale Scores and Performance Bands)
Course:	All	Subject:	Math
Grade:	All	Grade Level Tested:	All
Group Year:	All		
My Group:	All Students		

Grade 7

OVERALL ITEM DISTRIBUTION

Levels	Scale Score	Distribution of students (n=760)	Distribution of items (n=25)
Advanced	805-999		
	610-804		
	414-609	X X X X X X X X X X	
Proficient	393-413	X X X X X X X	17
	372-392	X X X X X X X X X	
	350-371	X X X X X X X X X X	
Basic	333-349	X X X X X X X X X ----	10,13,14,15,18,20,22
	317-332	X X X X X X X X X	
	300-316	X X X X X X X X X	
Below Basic	286-299	X X X X X X	1,8,9,12,16,19,23,24,25
	272-285	X X X X X	
	257-271	X X X	
Far Below Basic	221-256	X X X X X X	2,3,4,5,6,7,11,21
	186-220	X X X	
	150-185	X X	

Each X represents <= 10 student(s)
 ---- Average Scale Score

DISTRIBUTION OF ITEMS BY STANDARDS												
Levels	Scale Score	Distribution of students (n=760)	Distribution of items (n=25)									
			Algebra and Functions				Mathematical Reasoning				Measurement and Geometry	Number Sense
			1.1	1.2	1.3	4.1	1.1	2.5	2.6	2.8	1.1	1.1
Advanced	805-999	X X X X X X X X X X										
	610-804											
	414-609											
Proficient	393-413	X X										
	372-392											
	350-371											
Basic	333-349	X X X X X X X X X ---- X X X X X X X X X X X X X X X X X X										
	317-332		10,14,22	18		15	13			20		
	300-316											
Below Basic	286-299	X X X X X X X X X X X X										
	272-285		16		1,8,9	12			19		25	
	257-271										23,24	
Far Below Basic	221-256	X X X X X X X X X X										
	186-220		3,4		2,5,11	6,7					21	
	150-185											

Each X represents <= 10 student(s)

---- Average Scale Score

Standard Name	Description
Algebra and Functions 1.1	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
Algebra and Functions 1.2	Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.
Algebra and Functions 1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
Algebra and Functions 4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
Mathematical Reasoning 1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Mathematical Reasoning 2.5	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
Mathematical Reasoning 2.6	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
Mathematical Reasoning 2.8	Make precise calculations and check the validity of the results from the context of the problem.
Measurement and Geometry 1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
Number Sense 1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.