



Benchmark Test Item Analysis

For administrators: an analysis of how students responded to each test question.

Data Selections:

Institution(s): CLARK HS

Benchmark Administration: 02/12/07, Algebra

I CDB 4 06-07

Trend Profile: 2006-2007

Subject: Mathematics

Test Level: All Benchmark Test Levels

Grade: All Grade Levels

Enrollment: Current

Benchmark Test Item Analysis							
Number of Questions: 18							
Number of Students who took test: 534							
Question	Answers	None, or Multiple Answers Selected	# Points/ # Possible	Percent Correct	P Value**		
1	A 10% B 71% C 5% D 14%	0%	378 / 534	71%	0.670		
2	A 14% B 15% C 64% D 6%	1%	341 / 534	64%	0.624		
3	A 15% B 11% C 70% D 3%	0%	372 / 534	70%	0.672		
4	A 17% B 14% C 6% D 63%	0%	335 / 534	63%	0.618		
5	A 40% B 4% C 46% D 10%	1%	214 / 534	40%	0.458		
6	A 23% B 52% C 21% D 3%	0%	280 / 534	52%	0.525		
7	A 11% B 8% C 5% D 75%	0%	399 / 534	75%	0.716		
8	A 27% B 11% C 6% D 56%	0%	299 / 534	56%	0.506		
9	A 25% B 7% C 66% D 1%	0%	354 / 534	66%	0.638		
10	A 4% B 5% C 37% D 54%	0%	288 / 534	54%	0.474		
11	A 16% B 19% C 26% D 38%	1%	138 / 534	26%	0.254		
12	A 34% B 48% C 13% D 4%	1%	258 / 534	48%	0.454		
13	A 16% B 68% C 6% D 9%	1%	365 / 534	68%	0.676		
14	A 10% B 22% C 30% D 37%	0%	195 / 534	37%	0.368		
15	A 20% B 36% C 16% D 27%	1%	193 / 534	36%	0.412		
16	A 8% B 70% C 18% D 4%	0%	373 / 534	70%	0.657		
17	A 57% B 17% C 11% D 14%	1%	304 / 534	57%	0.532		
18	A 10% B 39% C 8% D 41%	2%	221 / 534	41%	0.390		
Summary		1%	294 / 534	55%	0.552		

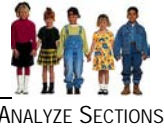
Key: Open-ended question Correct answer

** P value is points scored per question / points possible per question



Standards Alignment to TEKS

Question	ID	Standard Mapped to:
1	MA.9-12.A.8.A	analyze situations and formulate systems of linear equations in two unknowns to solve problems;
2	MA.9-12.A.8.C	interpret and determine the reasonableness of solutions to systems of linear equations.
3	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
4	MA.9-12.A.8.B	solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and
5	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
6	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
7	MA.9-12.A.8.A	analyze situations and formulate systems of linear equations in two unknowns to solve problems;
8	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
9	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
10	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
11	MA.9-12.A.7.C	interpret and determine the reasonableness of solutions to linear equations and inequalities.
12	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
13	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
14	MA.9-12.A.1.D	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and
15	MA.9-12.A.7.C	interpret and determine the reasonableness of solutions to linear equations and inequalities.
16	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
17	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
18	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and



Item Analysis of a Benchmark Test

For Teachers: individual student performance on a benchmark assessment analyzed at the test question level

Sections Analyzed

District: Northside ISD

School: CLARK HS

Department: Math

Grade: 9-12

Course: ALGEBRA I 9 (2170)

Teacher: BALUSEK, DIANE

Section: ALGEBRA I 9 (2170) -

BALUSEK:06: Prd 06

Enrollment

School Year: 2006-2007

Enrollment: All students currently enrolled

Number of Students: 24

Performance Based On

Test Instance: 02/12/07, Algebra I

CDB 4 06-07

Subject: Mathematics

Questions 1-18 of 18																			
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Standard	A.9-12.A.1.B	A.9-12.A.1.B	A.9-12.A.1.C	A.9-12.A.1.A	A.9-12.A.1.B	A.9-12.A.1.A	A.9-12.A.1.B	A.9-12.A.1.A	A.9-12.A.1.B	A.9-12.A.1.A	A.9-12.A.1.A	A.9-12.A.1.C	A.9-12.A.1.B	A.9-12.A.1.A	A.9-12.A.1.C	A.9-12.A.1.B	A.9-12.A.1.A	A.9-12.A.1.A	A.9-12.A.1.C
Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Correct Response	B	C	C	D	A	B	D	D	C	D	C	B	B	D	B	B	A	D	
Student A	D	B	B	✓	✓	C	B	✓	✓	✓	✓	C	✓	✓	D	A	✓	B	50%
Student B																			
Student C	✓	✓	✓	A	D	✓	A	C	✓	C	B	A	✓	B	A	D	B		33%
Student D	✓	B	✓	✓	C	✓	✓	✓	D	B	B	C	A	C	✓	✓	D	C	44%
Student E	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	A	A	✓	C	D	C	✓	✓	67%
	✓	✓	✓	✓	C	A	A	✓	✓	C	B	A	✓	C	✓	✓	✓	✓	61%
	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	D	✓	✓	✓	83%
	A	B	✓	✓	C	✓	✓	✓	✓	C	D	✓	✓	B	A	C	✓	A	50%
	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	A	A	✓	✓	A	✓	✓	C	72%
	✓	✓	A	✓	D	A	✓	A	✓	✓	B	A	✓	B	✓	✓	B	B	50%
	✓	✓	✓	✓	✓	C	✓	✓	A	C	A	✓	✓	✓	A	C	✓	B	61%
	D	✓	✓	✓	B	✓	C	A	B	C	B	✓	✓	C	✓	A	✓	✓	50%
	D	✓	✓	✓	C	A	✓	✓	A	A	A	✓	D	C	A	✓	✓	B	44%
	✓		✓	A	✓	✓	✓	✓	✓	C	D		✓	✓	✓	✓	✓	C	67%
	A	B	A	C	✓	A	✓	C	A	✓	B	✓	D	C	A	✓	C	B	28%
	✓	✓	✓	✓	C	C	✓	✓	✓	C	✓	✓	A	C	✓	A	✓	B	61%
	✓	A	✓	C	✓	D	✓	B	✓	✓	B	✓	A	✓	✓	✓	C	✓	61%
	✓	✓	✓	A		C	✓	C	✓	C	✓		✓	A	C	✓	✓	B	50%
	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	D	A	✓	✓	✓	✓	83%
	✓	✓	✓	✓	C	✓	✓	A	✓	✓	B	A	✓	A	C	C	✓	B	56%
Points/Possible Points	14/19	13/19	16/19	13/19	7/19	9/19	15/19	12/19	14/19	9/19	5/19	9/19	13/19	5/19	8/19	11/19	14/19	6/19	193/342
Percent Correct	74%	68%	84%	68%	37%	47%	79%	63%	74%	47%	26%	47%	68%	26%	42%	58%	74%	32%	56%



Key:	<input checked="" type="checkbox"/> Correct Response	<input type="checkbox"/> Actual Incorrect Response	<input type="checkbox"/> 3 Points Scored
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Question	Standard	Skill Text
1	MA.9-12.A.8.A	analyze situations and formulate systems of linear equations in two unknowns to solve problems;
2	MA.9-12.A.8.C	interpret and determine the reasonableness of solutions to systems of linear equations.
3	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
4	MA.9-12.A.8.B	solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and
5	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
6	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
7	MA.9-12.A.8.A	analyze situations and formulate systems of linear equations in two unknowns to solve problems;
8	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
9	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
10	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
11	MA.9-12.A.7.C	interpret and determine the reasonableness of solutions to linear equations and inequalities.
12	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
13	MA.9-12.A.7.A	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;
14	MA.9-12.A.1.D	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and
15	MA.9-12.A.7.C	interpret and determine the reasonableness of solutions to linear equations and inequalities.
16	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and
17	MA.9-12.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;
18	MA.9-12.A.7.B	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and



Student A

Current School: CLARK HS

Benchmark Test Performance

Performance on 02/26/07, Math PR TAKS 09 CDB 5 06-07 given on 2/26/2007				
■ Met Standard Zone 4				Total Score: 17/52
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	investigate, describe, and predict the effects of changes in c on the graph of $y = ax + c$; and	D	D	1/1
2	locate and name points on a coordinate plane using ordered pairs of rational numbers.	B	C	0/1
3	validate his/her conclusions using mathematical properties and relationships.	C	C	1/1
4	draw three-dimensional figures from different perspectives;	A	A	1/1
5	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	D	B	0/1
6	use symbols to represent unknowns and variables; and	A	C	0/1
7	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; and	C	D	0/1
8	use geometric concepts and properties to solve problems in fields such as art and architecture;	B	B	1/1
9	find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	A	C	0/1
10	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	D	A	0/1
11	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	B	B	1/1
12	investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$;	B	A	0/1
13	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	D	D	1/1
14	estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	C	B	0/1
15	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	A	B	0/1
16	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	B	C	0/1
17	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	A	D	0/1
18	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution	B	D	0/1



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Performance on 02/26/07, Math PR TAKS 09 CDB 5 06-07 given on 2/26/2007				
■ Met Standard Zone 4				Total Score: 17/52
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	for reasonableness;			
19	determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	C	C	1/1
20	generate similar figures using dilations including enlargements and reductions; and	B	D	0/1
21	estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.	C	C	1/1
22	identify and sketch the general forms of linear ($y = x + b$) and quadratic ($y = ax^2 + bx + c$) parent functions;	D	A	0/1
23	use pictures or models to demonstrate the Pythagorean Theorem; and	C	B	0/1
24	make conjectures from patterns or sets of examples and nonexamples; and	B	A	0/1
25	gather and record data and use data sets to determine functional relationships between quantities;	C	B	0/1
26	describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and	D	A	0/1
27	interpret and determine the reasonableness of solutions to linear equations and inequalities.	B	B	1/1
28	recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.	A	C	0/1
29	select the appropriate measure of central tendency or range to describe a set of data and justify the choice for a particular situation;	A	D	0/1
30	describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	C	C	1/1
31	estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	D	B	0/1
32	analyze situations and formulate systems of linear equations in two unknowns to solve problems;	D	B	0/1
33	collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	B	D	0/1
34	use patterns to generate the laws of exponents and apply them in problem-solving situations;	C	B	0/1
35	use the Pythagorean Theorem to solve real-life problems; and	B	A	0/1
36	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	D	C	0/1
37	interpret and make decisions, predictions, and critical judgments from functional relationships.	C	C	1/1
38	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	B	B	1/1
39	locate and name points on a coordinate plane using ordered pairs of	A	D	0/1



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Performance on 02/26/07, Math PR TAKS 09 CDB 5 06-07 given on 2/26/2007				
<input checked="" type="checkbox"/> Met Standard Zone 4				Total Score: 17/52
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	rational numbers.			
40	graph dilations, reflections, and translations on a coordinate plane.	B	D	0/1
41	describe independent and dependent quantities in functional relationships;	D	C	0/1
42	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; and identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	B	B	1/1
43	use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.	C	B	0/1
44	find the probabilities of dependent and independent events;	A	D	0/1
45	investigate, describe, and predict the effects of changes in c on the graph of $y = ax + c$; and	B	C	0/1
46	use patterns to generate the laws of exponents and apply them in problem-solving situations;	B	B	1/1
47	draw three-dimensional figures from different perspectives;	D	C	0/1
48	validate his/her conclusions using mathematical properties and relationships.	C	C	1/1
49	select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	A	D	0/1
50	interpret situations in terms of given graphs or creates situations that fit given graphs; and	D	D	1/1
51	interpret and determine the reasonableness of solutions to linear equations and inequalities.	B	B	1/1
52		C	B	0/1

Performance on 02/12/07, Algebra I CDB 4 06-07 given on 2/12/2007				
<input checked="" type="checkbox"/> Met Standard Zone 4				Total Score: 9/18
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	analyze situations and formulate systems of linear equations in two unknowns to solve problems;	B	D	0/1
2	interpret and determine the reasonableness of solutions to systems of linear equations.	C	B	0/1
3	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	C	B	0/1
4	solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and	D	D	1/1



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Performance on 02/12/07, Algebra I CDB 4 06-07 given on 2/12/2007				
Met Standard Zone 4				Total Score: 9/18
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
5	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	A	A	1/1
6	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	B	C	0/1
7	analyze situations and formulate systems of linear equations in two unknowns to solve problems;	D	B	0/1
8	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	D	D	1/1
9	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	C	C	1/1
10	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	D	D	1/1
11	interpret and determine the reasonableness of solutions to linear equations and inequalities.	C	C	1/1
12	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	B	C	0/1
13	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	B	B	1/1
14	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	D	D	1/1
15	interpret and determine the reasonableness of solutions to linear equations and inequalities.	B	D	0/1
16	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	B	A	0/1
17	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	A	A	1/1
18	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	D	B	0/1

Performance on 02/08/07, IPC_CDB4_06-07 given on 2/8/2007				
Met Standard Zone 2				Total Score: 19/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	B	B	1/1
2	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	D	C	0/1
3	identify the characteristics and behaviors of sound and electromagnetic waves;	C	C	1/1
4	identify uses of electromagnetic waves in various technological applications such as fiber optics, optical scanners, and microwaves;	A	A	1/1



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Performance on 02/08/07, IPC_CDB4_06-07 given on 2/8/2007				
Met Standard Zone 2				Total Score: 19/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
5	demonstrate the application of acoustic principles such as in echolocation, musical instruments, noise pollution, and sonograms.	B	B	1/1
6	collect data and make measurements with precision;	B	B	1/1
7	investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells;	D	D	1/1
8	analyze the efficiency of energy conversions that are responsible for the production of electricity such as from radiant, nuclear, and geothermal sources, fossil fuels such as coal, gas, oil, and the movement of water or wind;	C	C	1/1
9	investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells;	D	D	1/1
10	investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells;	B	B	1/1
11	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	B	B	1/1
12	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	A	B	0/1
13	identify uses of electromagnetic waves in various technological applications such as fiber optics, optical scanners, and microwaves;	D	A	0/1
14	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	C	A	0/1
15	analyze the efficiency of energy conversions that are responsible for the production of electricity such as from radiant, nuclear, and geothermal sources, fossil fuels such as coal, gas, oil, and the movement of water or wind;	C	C	1/1
16	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	A	A	1/1
17	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	C	C	1/1
18	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	A	B	0/1
19	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	A	A	1/1
20	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	B	A	0/1
21	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	A	A	1/1
22	demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;	B	B	1/1
23	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks,	C	C	1/1



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Performance on 02/08/07, IPC_CDB4_06-07 given on 2/8/2007				
Met Standard Zone 2				Total Score: 19/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	and interpreting data on seismic waves;			
24	demonstrate the application of acoustic principles such as in echolocation, musical instruments, noise pollution, and sonograms.	D	D	1/1
25	demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;	B	B	1/1

Performance on 12/18/06, Algebra I CDB 3 06-07 given on 12/18/2006				
Met Standard Zone 3				Total Score: 21/33
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	look for patterns and represent generalizations algebraically.	D	A	0/1
2	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	A	A	1/1
3	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	C	C	1/1
4	determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	D	C	0/1
5	investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$;	D	D	1/1
6	describe independent and dependent quantities in functional relationships;	C	C	1/1
7	determine whether or not given situations can be represented by linear functions;	C	C	1/1
8	graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept;	D	D	1/1
9	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	D	A	0/1
10	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	A	A	1/1
11	describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	A	A	1/1
12	interpret situations in terms of given graphs or creates situations that fit given graphs; and	D	D	1/1
13	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	C	C	1/1
14	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	B	B	1/1
15	relate direct variation to linear functions and solve problems involving proportional change.	C	C	1/1
16	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	A	D	0/1
17	determine the domain and range for linear functions in given situations;	B	C	0/1



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Performance on 12/18/06, Algebra I CDB 3 06-07 given on 12/18/2006				
Met Standard Zone 3				Total Score: 21/33
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	and			
18	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	C	C	1/1
19	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	C	C	1/1
20	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	D	D	1/1
21	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	A	D	0/1
22	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	B	A	0/1
23	use the commutative, associative, and distributive properties to simplify algebraic expressions; and	A	D	0/1
24	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	A	C	0/1
25	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	A	B	0/1
26	interpret and make decisions, predictions, and critical judgments from functional relationships.	B	B	1/1
27	interpret situations in terms of given graphs or creates situations that fit given graphs; and	C	C	1/1
28	graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept;	D	D	1/1
29	interpret and predict the effects of changing slope and y-intercept in applied situations; and	C	C	1/1
30	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	D	D	1/1
31	gather and record data and use data sets to determine functional relationships between quantities;	C	B	0/1
32	collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	C	B	0/1
33	identify and sketch the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions;	C	C	1/1

Performance on 12/14/06, IPC_CDB3_06-07 given on 12/14/2006				
Met Standard Zone 3				Total Score: 14/22
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1
2	calculate speed, momentum, acceleration, work, and power in systems	C	C	1/1



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Performance on 12/14/06, IPC_CDB3_06-07 given on 12/14/2006				
<input checked="" type="checkbox"/> Met Standard Zone 3				Total Score: 14/22
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	such as in the human body, moving toys, and machines;			
3	investigate and demonstrate mechanical advantage and efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.	A	C	0/1
4	analyze the effects caused by changing force or distance in simple machines as demonstrated in household devices, the human body, and vehicles;	B	B	1/1
5	investigate and demonstrate mechanical advantage and efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.	C	B	0/1
6	describe the law of conservation of energy;	B	C	0/1
7	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	C	C	1/1
8	analyze the effects caused by changing force or distance in simple machines as demonstrated in household devices, the human body, and vehicles;	C	C	1/1
9	investigate and demonstrate mechanical advantage and efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.	B	A	0/1
10	investigate and demonstrate mechanical advantage and efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.	A	A	1/1
11	investigate and compare series and parallel circuits;	A	A	1/1
12	plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;	D	D	1/1
13	investigate and compare series and parallel circuits;	A	B	0/1
14	measure the thermal and electrical conductivity of various materials and explain results;	B	B	1/1
15	investigate and compare series and parallel circuits;	C	C	1/1
16	investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;	A	A	1/1
17	investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;	C	C	1/1
18	investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;	A	C	0/1
19	investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;	B	B	1/1
20	investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;	D	B	0/1
21	make wise choices in the use and conservation of resources and the disposal or recycling of materials.	A	A	1/1
22	investigate and demonstrate the movement of heat through solids,	A	D	0/1



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Performance on 12/14/06, IPC_CDB3_06-07 given on 12/14/2006				
Met Standard Zone 3				Total Score: 14/22
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	liquids, and gases by convection, conduction, and radiation;			

Performance on 11/13/06, English I Literary Open-Ended given on 11/13/2006				
Met Standard Zone 2				Total Score: 70/100
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	use elements of text to defend his/her own responses and interpretations;	D	B	70/96
2	use elements of text to defend his/her own responses and interpretations;	D		0/4

Performance on 11/13/06, English I Part II Literary Objective Fal given on 11/13/2006				
Met Standard Zone 3				Total Score: 11/16
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	A	C	0/1
2	identify main ideas and their supporting details;	C	C	1/1
3	identify main ideas and their supporting details;	D	D	1/1
4	identify main ideas and their supporting details;	C	C	1/1
5	identify main ideas and their supporting details;	A	A	1/1
6	identify basic conflicts;	B	B	1/1
7	use elements of text to defend his/her own responses and interpretations;	D	D	1/1
8	understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	D	D	1/1
9	analyze characters and identify time and point of view;	B	B	1/1
10	use elements of text to defend his/her own responses and interpretations;	D	A	0/1
11	analyze characters and identify time and point of view;	C	B	0/1
12	analyze characters and identify time and point of view;	D	D	1/1
13	identify basic conflicts;	C	B	0/1
14	draw inferences such as conclusions, generalizations, and predictions and support them from text;	C	C	1/1



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Performance on 11/13/06, English I Part II Literary Objective Fal given on 11/13/2006				
Met Standard Zone 3				Total Score: 11/16
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
15	draw inferences such as conclusions, generalizations, and predictions and support them from text;	D	C	0/1
16	draw inferences such as conclusions, generalizations, and predictions and support them from text;	B	B	1/1

Performance on 11/10/06, English I Crossover Open-Ended Fall 2006 given on 11/10/2006				
Met Standard Zone 2				Total Score: 70/100
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	use elements of text to defend his/her own responses and interpretations;	D	B	70/96
2	use elements of text to defend his/her own responses and interpretations;	D		0/4

Performance on 11/10/06, English I Fall 2006 R/E and Literature given on 11/10/2006				
Met Standard Zone 1				Total Score: 22/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	C	C	1/1
2	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	D	D	1/1
3	produce error-free writing in the final draft.	D	D	1/1
4	proofread writing for appropriateness of organization, content, style, and conventions;	A	A	1/1
5	proofread writing for appropriateness of organization, content, style, and conventions;	B	B	1/1
6	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	C	C	1/1
7	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	C	C	1/1
8	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	A	A	1/1
9	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	D	D	1/1
10	proofread writing for appropriateness of organization, content, style, and conventions;	D	D	1/1
11	proofread writing for appropriateness of organization, content, style, and conventions;	B	B	1/1
12	proofread writing for appropriateness of organization, content, style, and conventions;	A	A	1/1
13	proofread writing for appropriateness of organization, content, style, and conventions;	A	A	1/1
14	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	B	B	1/1



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Performance on 11/10/06, English I Fall 2006 R/E and Literature given on 11/10/2006				
Met Standard Zone 1				Total Score: 22/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
15	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	C	C	1/1
16	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	C	C	1/1
17	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	D	D	1/1
18	proofread writing for appropriateness of organization, content, style, and conventions;	A	A	1/1
19	proofread writing for appropriateness of organization, content, style, and conventions;	A	A	1/1
20	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	B	B	1/1
21	analyze relationships, ideas, and cultures as represented in various media;	C	C	1/1
22	deconstruct media to get the main idea of the message's content;	D	D	1/1
23	deconstruct media to get the main idea of the message's content;	B	A	0/1
24	recognize the theme (general observation about life or human nature) within a text;	D		0/1
25	draw inferences such as conclusions, generalizations, and predictions and support them from text;	B		0/1

Performance on 10/30/06, Algebra I CDB 2 06-07 given on 10/30/2006				
Met Standard Zone 3				Total Score: 12/18
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	B	B	1/1
2	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	D	D	1/1
3	connect equation notation with function notation, such as $y = x + 1$ and $f(x) = x + 1$.	A	A	1/1
4	determine whether or not given situations can be represented by linear functions;	B	B	1/1
5	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	D	A	0/1
6	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	A	D	0/1
7	determine whether or not given situations can be represented by linear functions;	B	B	1/1
8	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	D	D	1/1
9	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	A	A	1/1
10	determine the domain and range for linear functions in given situations;	A	C	0/1



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Performance on 10/30/06, Algebra I CDB 2 06-07 given on 10/30/2006				
Met Standard Zone 3				Total Score: 12/18
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	and			
11	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	D	D	1/1
12	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	B	B	1/1
13	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	B	B	1/1
14	investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	C	C	1/1
15	use the commutative, associative, and distributive properties to simplify algebraic expressions; and	D	D	1/1
16	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	B	C	0/1
17	make conjectures from patterns or sets of examples and nonexamples; and	B	D	0/1
18	determine the domain and range for linear functions in given situations; and	C	A	0/1

Performance on 10/26/06, IPC_CDB2_06-07 given on 10/26/2006				
Met Standard Zone 3				Total Score: 15/23
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	research and describe the history of physics, chemistry, and contributions of scientists.	D	D	1/1
2	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	D	A	0/0
3	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	B	A	0/0
4	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	A	D	0/0
5	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	C	D	0/0
6	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	C	0/1
7	describe the law of conservation of energy;	C	A	0/1
8	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	C	A	0/1
9	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	B	A	0/1
10	plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;	A	A	1/1



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Performance on 10/26/06, IPC_CDB2_06-07 given on 10/26/2006				
■ Met Standard Zone 3				Total Score: 15/23
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
11	describe the law of conservation of energy;	D	D	1/1
12	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	C	C	1/1
13	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	C	C	1/1
14	analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;	B	B	1/1
15	analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;	C	A	0/1
16	describe the law of conservation of energy;	C	C	1/1
17	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1
18	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1
19	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	C	C	1/1
20	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	C	B	0/1
21	organize, analyze, evaluate, make inferences, and predict trends from data;	B	B	1/1
22	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	D	D	1/1
23	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	A	A	1/1
24	describe the law of conservation of energy;	B	B	1/1
25	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1
26	communicate valid conclusions.	B	D	0/1
27	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	A	C	0/1

Performance on 10/17/06, English I Part I Expository Open-Ended F given on 10/17/2006				
■ Met Standard Zone 2				Total Score: 70/96
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	use elements of text to defend his/her own responses and interpretations;	D	B	70/96



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Performance on 10/09/06, English I Part I Expository Objective Fa given on 10/9/2006				
Met Standard Zone 1				Total Score: 11/12
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	identify main ideas and their supporting details;	A	A	1/1
2	use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	D	D	1/1
3	identify main ideas and their supporting details;	B	B	1/1
4	identify main ideas and their supporting details;	C	D	0/1
5	identify basic conflicts;	D	D	1/1
6	analyze characters and identify time and point of view;	C	C	1/1
7	use elements of text to defend his/her own responses and interpretations;	D	D	1/1
8	analyze characteristics of text, including its structure, word choices, and intended audience;	A	A	1/1
9	draw inferences such as conclusions, generalizations, and predictions and support them from text;	B	B	1/1
10	draw inferences such as conclusions, generalizations, and predictions and support them from text;	A	A	1/1
11	analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction;	B	B	1/1
12	draw inferences such as conclusions, generalizations, and predictions and support them from text;	B	B	1/1

Performance on 09/25/06, Algebra I CDB 1 06-07 given on 9/25/2006				
Met Standard Zone 4				Total Score: 6/16
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	B	B	1/1
2	interpret and make decisions, predictions, and critical judgments from functional relationships.	D	D	1/1
3	use symbols to represent unknowns and variables; and	D	D	1/1
4	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; and	B	A	0/1
5	interpret situations in terms of given graphs or creates situations that fit given graphs; and	A	A	1/1
6	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	B	C	0/1
7	analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	C	B	0/1
8	describe independent and dependent quantities in functional	A	C	0/1



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Performance on 09/25/06, Algebra I CDB 1 06-07 given on 9/25/2006				
Met Standard Zone 4				Total Score: 6/16
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
	relationships;			
9	gather and record data and use data sets to determine functional relationships between quantities;	C	B	0/1
10	interpret and make decisions, predictions, and critical judgments from functional relationships.	C	C	1/1
11	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	D	B	0/1
12	collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	C	C	1/1
13	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	D	A	0/1
14	describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	A	B	0/1
15	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	A	D	0/1
16	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	C	B	0/1

Performance on 09/19/06, IPC CDB1 06-07 given on 9/19/2006				
Met Standard Zone 1				Total Score: 21/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
1	describe the law of conservation of energy;	D	D	1/1
2	collect data and make measurements with precision;	A	D	0/1
3	collect data and make measurements with precision;	C	C	1/1
4	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	B	B	1/1
5	collect data and make measurements with precision;	B	B	1/1
6	demonstrate safe practices during field and laboratory investigations;	D	D	1/1
7	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1
8	organize, analyze, evaluate, make inferences, and predict trends from data;	A	A	1/1
9	communicate valid conclusions.	C	B	0/1
10	collect data and make measurements with precision;	B	B	1/1



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Performance on 09/19/06, IPC CDB1 06-07 given on 9/19/2006				
<input checked="" type="checkbox"/> Met Standard Zone 1				Total Score: 21/25
Question	Skill Tested	Correct Answer	Student's Answer	Points/Possible Points
11	investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;	B	B	1/1
12	organize, analyze, evaluate, make inferences, and predict trends from data;	C	C	1/1
13	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	B	B	1/1
14	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	B	B	1/1
15	organize, analyze, evaluate, make inferences, and predict trends from data;	A	A	1/1
16	organize, analyze, evaluate, make inferences, and predict trends from data;	B	B	1/1
17	collect data and make measurements with precision;	B	B	1/1
18	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	0/0
19	draw inferences based on data related to promotional materials for products and services;	A	A	1/1
20	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	C	C	1/1
21	collect data and make measurements with precision;	B	B	1/1
22	organize, analyze, evaluate, make inferences, and predict trends from data;	B	B	1/1
23	plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;	D	D	1/1
24	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	A	B	0/1
25	organize, analyze, evaluate, make inferences, and predict trends from data;	A	B	0/1
26	calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;	D	D	1/1

Secondary ELA Benchmark Schedules

- Middle School Schedules, 2003-2006
- High School Schedules, 2003-2006
- Summary of Use