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Thank you for participating in this survey; your response will assist us in better understanding instruction and assessment throughout the state of Georgia. Your response will be kept confidential.

Please answer the following questions related to your instruction/assessment of the 'persistently low performing student'. These students are defined as those who have not met standards on the CRCT, consecutively, over a three year period.

Please use Porter's tables as a reference while completing the survey

	Porter's Mathematics Categories for Cognitive Levels				
	Recall	Perform Procedures	Demonstrate understanding	Conjecture, generalize, prove	Solve non-routine problems, make connections
			[M8P3, M8P5]	[M8P2]	[M8P1, M8P4]
Examples of what students might be asked to do to demonstrate learning	<ul style="list-style-type: none"> Recite basic mathematics facts Recall mathematics terms and definitions Recall formulas and computational procedures 	<ul style="list-style-type: none"> Use numbers to count, order, or denote Use computational procedures or algorithms Follow procedures/steps/instructions Make measurements, computations Solve equations/formulas, routine word problems Collect, organize, display data Read or produce graphs, tables, etc. Execute geometric constructions 	<ul style="list-style-type: none"> Organize and communicate mathematical ideas Create & use representations to model mathematical ideas Explain findings and results from data analysis Develop/explain relationships between concepts Explain relationships using models, diagrams, & other representations Analyze and evaluate mathematical thinking of others Use representations to model & interpret physical, social, mathematical ideas 	<ul style="list-style-type: none"> Determine the truth of a mathematical pattern or proposition Analyze data Write formal or informal proofs Find a mathematical rule to generate a pattern or number sequence Identify faulty arguments or misrepresentations of data Make & investigate mathematical conjectures Use & explain spatial, inductive, & deductive reasoning 	<ul style="list-style-type: none"> Apply & adapt a variety of appropriate strategies to solve problems Recognize, generate, or create patterns Recognize and apply mathematics in contexts outside of mathematics Synthesize content and ideas from several sources Monitor & reflect on process of mathematical problem solving Show how mathematical ideas interconnect and build on one another to produce coherent whole

1 *For this population, please estimate the amount of instructional time each of the following strands receive in your instructional program each year.

1 No instruction/not an expectation	2 Limited time (1-20 lessons per year)	3 Moderate time (21-40 lessons per year)	4 Sustained coverage throughout year (41+ lessons)	5 Systematic emphasis/nearly daily instruction during year
Number & Operations				
1	2	3	4	5
Measurement				
1	2	3	4	5
Geometry				
1	2	3	4	5
Algebra				
1	2	3	4	5
Data Analysis & Probability				
1	2	3	4	5
Process Skills				
1	2	3	4	5

For questions 2-18:
For this population, please estimate the amount of instructional emphasis each of the following concepts and skills receive in your instructional program during a single school year.

2 *M8N1: Square roots, exponents, scientific notation

1 No instruction/not an expectation	2 Slight emphasis (1-10)	3 Moderate emphasis (11-20)	4 Sustained coverage throughout	5 Systematic emphasis/nearly daily instruction
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	lessons/year	lessons/year	year (21+lessons)	during year	
a) sq roots, perfect squares, positive sq roots, radical symbol	1	2	3	4	5
b) expressions with sq roots	1	2	3	4	5
c) expressions with integer exponents	1	2	3	4	5
d) rational/irrational numbers	1	2	3	4	5
e) scientific notation	1	2	3	4	5

3 *M8G1: Properties of lines & congruence

	1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
a) parallel & perpendicular lines algebraic	1	2	3	4	5
b) parallel & perpendicular lines geometric	1	2	3	4	5
c) properties of angle pairs -parallel & perpendicular lines/transversals	1	2	3	4	5
d) congruence	1	2	3	4	5

4 *M8G2: Pythagorean Theorem

	1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
e) properties of right triangles	1	2	3	4	5
f) interpret theorem – e.g., areas of squares on sides of rt. triangle	1	2	3	4	5

5 *M8A1 Solve problems

	1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
a) one variable – algebraic expressions	1	2	3	4	5
b) simplify & evaluate expressions	1	2	3	4	5
c) several variables -solve equations	1	2	3	4	5
d) Absolute value	1	2	3	4	5

6 *M8A2 Graph inequalities

	1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
e) inequality in one variable	1	2	3	4	5
f) use properties of inequalities; Graph solutions of inequalities	1	2	3	4	5

7 *M8A3 Relations & linear functions

	1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
g) relations versus functions (input/output)	1	2	3	4	5

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h) tables & formulas to describe sequences

1 2 3 4 5

i) relations versus functions -Linear/nonlinear

1 2 3 4 5

j) verbal, tabular, graphic, & algebraic representations of functions

1 2 3 4 5

8 *M8A4 Graph equations

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year

k) slope & y-intercept; rate of change

1 2 3 4 5

l) $y=mx+b$; $ax+by=c$

1 2 3 4 5

m) linear inequality; open/closed half-plane

1 2 3 4 5

n) determine equation from graph, numerical, or context

1 2 3 4 5

9 *M8A5 Systems of linear equations & inequalities

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year

o) write system of linear equation or inequality

1 2 3 4 5

p) solve systems graphically & algebraically

1 2 3 4 5

q) graph solution sets —of linear inequality in 2 variables

1 2 3 4 5

10 *M8D1 Set theory

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year

a) Venn diagrams to show relationships

1 2 3 4 5

b) subsets, complements, intersection, & union of sets

1 2 3 4 5

c) use set notation

1 2 3 4 5

11 *M8D2 outcomes of events

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year

d) tree diagrams to find # of outcomes

1 2 3 4 5

e) addition & multiplication principles

1 2 3 4 5

12 *M8D3 Laws of probability

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lesson/year)	3 Moderate emphasis (11- 20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction

f) simple independent events

1 2 3 4 5

g) compound events

1 2 3 4 5

13 *M8D4 Organize, interpret statistical data

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1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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h) linear functions

1 2 3 4 5

i) line of best fit/Scatter plots

1 2 3 4 5

14 *M8P1 Solve problems (using appropriate technology)

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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a) New mathematical knowledge through problem solving

1 2 3 4 5

b) Problems that arise in mathematics and other contexts

1 2 3 4 5

c) A variety of appropriate strategies to solve problems

1 2 3 4 5

d) Process of mathematical problem solving

1 2 3 4 5

15 *M8P2: Mathematical Arguments

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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a) Reasoning and proof as fundamental aspects of mathematics

1 2 3 4 5

b) Mathematical conjectures

1 2 3 4 5

c) Mathematical arguments and proofs

1 2 3 4 5

d) Various types of reasoning and methods of proof

1 2 3 4 5

16 *M8P3: Communicate Mathematically

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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a) Mathematical thinking through communication

1 2 3 4 5

b) Mathematical thinking and strategies of others

1 2 3 4 5

c) Language of mathematics

1 2 3 4 5

17 *M8P4: Connections among mathematical ideas and to other disciplines

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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a) Connections among mathematical ideas

1 2 3 4 5

b) Mathematical ideas interconnect and build on one another

1 2 3 4 5

c) Mathematics in contexts outside of mathematics

1 2 3 4 5

18 *M8P5: Represent Mathematics in multiple ways

1 No instruction/not an expectation	2 Slight emphasis (1- 10 lessons/year)	3 Moderate (11-20 lessons/year)	4 Sustained coverage throughout year (21+lessons)	5 Systematic emphasis/nearly daily instruction during year
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a) Representations to organize, record, and communicate mathematical ideas

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Mathematical tools

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b) Translate among mathematical representations to solve problems

1 2 3 4 5

c) Representations to model and interpret physical, social, and mathematical phenomena

1 2 3 4 5

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