# CLASS RESULTS REPORT

**MATH 6 MRS. EDWARDS BLOCK 4**

**INDICATOR NUMBER (SEE KEY)**

| NAME | SCORE | % | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BRITTANY DAVIS | 44/52 | 85 | M | M | B | M | B | B | M | M | M | B | M | M | M | B | M | M | M | M | B | M | P | M | M | M | M | B | M |
| MARK EDWARDS | 20/52 | 38 | P | B | M | B | M | B | M | P | P | B | M | B | P | B | P | M | P | B | B | M | M | P | B | M | P | P | B |
| JIMMY FRANCKS | 41/52 | 79 | M | M | B | M | M | P | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | M | M | M | M | M |
| FRED GLENDING | 40/52 | 77 | M | B | P | M | M | P | M | B | M | M | M | M | M | M | B | M | B | M | B | B | M | B | M | M | M | M | M |
| DIANNE HARRELL | 47/52 | 90 | B | M | P | M | M | P | M | M | M | M | M | B | M | M | M | M | B | M | M | M | B | M | B | M | M | B | M |
| CINDY IONEY | 45/52 | 87 | B | M | M | B | M | P | B | M | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | B | M | M |
| TIONNA JENKINS | 43/52 | 83 | M | B | B | M | M | P | M | M | M | M | M | M | M | M | M | M | P | B | M | M | M | M | M | M | M | M | M |
| DAVID KRESS | 49/52 | 94 | M | B | B | M | M | M | M | B | M | M | M | M | M | M | M | M | B | B | M | M | M | B | P | M | B | M | M |
| LONNIE LISTON | 40/52 | 77 | B | M | M | M | M | B | B | M | M | M | M | M | B | M | M | M | B | M | B | M | M | B | B | M | M | M | M |
| CEDRIC MARQUARDT | 47/52 | 90 | M | P | M | M | M | M | B | M | M | M | M | M | M | M | M | M | B | M | M | B | M | M | M | M | M | M | M |
| ARI NIVER | 46/52 | 88 | P | M | M | M | M | P | M | B | M | M | M | B | M | M | M | M | P | M | M | M | M | M | M | M | M | B | M |
| MICHAEL OLCZOWSKI | 41/52 | 79 | M | B | M | M | B | M | M | M | M | M | M | M | M | M | M | M | B | M | M | B | M | M | M | M | M | M | M |
| CHRIS PATRICK | 44/52 | 85 | B | M | B | M | B | B | M | B | M | B | M | M | M | M | B | B | P | M | M | M | B | B | M | M | M | M | M |
| ELVIN QUINTANA | 38/52 | 73 | M | M | B | M | M | B | M | M | M | M | M | M | M | M | M | M | B | M | M | M | M | B | M | M | M | M | M |
| AMY RANDALL | 48/52 | 92 | M | M | B | M | M | P | M | M | M | M | M | M | M | M | M | M | B | M | B | M | M | B | M | M | M | M | B |
| BRIDGETTE STEPHENS | 45/52 | 87 | M | M | M | M | M | P | B | M | M | B | M | M | M | M | M | B | B | B | M | M | M | B | M | M | M | M | M |
| MOLLY TROYAN | 21/52 | 40 | B | P | P | B | P | M | M | B | M | M | P | M | B | M | B | P | P | B | M | P | M | M | M | P | P | P | B |
| ANDRE VICTOR | 46/52 | 88 | M | B | M | M | M | B | M | M | M | B | M | M | M | B | M | M | B | M | M | M | B | M | B | M | M | M | M |
| ALLEN ZIMMER | 42/52 | 80 | P | M | B | M | M | P | M | M | M | M | M | M | M | M | M | B | P | M | M | B | M | M | B | M | M | B | M |

M = MASTERED INDICATOR  B = BORDERLINE INDICATOR  P = PROBLEM INDICATOR  ALERT

| # | Indicator | Description |
|---|---|---|
| 1 | 06MADA1 | Read, construct and interpret line graphs, circle graphs and histograms. |
| 2 | 06MADA2 | Create, select and use graphical representations that are appropriate for the type of data collected. |
| 3 | 06MADA3 | Compare representations of the same data in different types of graphs, such as a bar graph and a circle graph. |
| 4 | 06MADA4 | Understand the different information provided by measures of center (mean, mode and median) and measures of spread (range). |
| 5 | 06MADA5 | Describe the frequency distribution of a set of data, as shown in a histogram or frequency table, by general appearance or shape; e.g., number of modes, middle of data, level of symmetry, outliers. |
| 6 | 06MADA6 | Make logical inferences from statistical data. |
| 7 | 06MADA7 | Design an experiment to test a theoretical probability and explain how the results may vary. |
| 8 | 06MAGS1 | Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties. |
| 9 | 06MAGS2 | Use standard language to define geometric vocabulary. |
| 10 | 06MAGS3 | Use multiple classification criteria to classify triangles. |
| 11 | 06MAGS4 | Identify and define relationships between planes. |
| 12 | 06MAGS5 | Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations. |
| 13 | 06MAGS6 | Draw similar figures that model proportional relationships. |
| 14 | 06MAGS7 | Build three-dimensional objects with cubes, and sketch the two-dimensional representations of each side. |
| 15 | 06MAMS1 | Understand and describe the difference between surface area and volume. |
| 16 | 06MAMS2 | Use strategies to develop formulas for finding circumference and area of circles, and to determine the areas of sectors. |
| 17 | 06MAMS3 | Estimate perimiter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by: a. estimating lengths using strings or links, areas using tiles or grid, and volumes using cubes; b. measuring attributes (diameter, side lengths or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms. |
| 18 | 06MAMS4 | Determine which measure (perimiter area, surface area, volume) matches the context for a problem situation. |
| 19 | 06MAMS5 | Understand the difference between perimiter and area, and demonstrate that two shapes may have the same perimiter, but different areas may have the same area, but different perimiters. |
| 20 | 06MAMS6 | Describe what happens to the perimiter and area of a two-dimensional shape when the measurements of the shape are changed; e.g., length of sides are doubled. |
| 21 | 06MANS01 | Decompose and recompose whole numbers using factors and exponents (e.g., 32 = 2 x 2 x 2 x 2 x 2 = 25 ), and explain why squared means second power and cubed means third power. |
| 22 | 06MANS02A | Use the prime factorization to recognize the greatest common factor. |
| 23 | 06MANS02B | Use the prime factorization to recognize the least common multiple. |
| 24 | 06MANS02C | Apply the prime factorization to solve problems and explain solutions. |
| 25 | 06MANS03 | Explain why a number is referred to as being rational, and recognize that the expression a/b can mean a parts of size 1/b each, a divided by b, or the ratio of a to b. |
| 26 | 06MANS04 | Describe what it means to find a specific percent of a number, using real-life examples. |
| 27 | 06MANS05 | Use models and pictures to relate concepts of ratio, proportion and percent, including percents less than 1 and greater than 100. |