

## 6 Review the Mean Points Scored for the Power Standards

*Insert #1 for Process Step 6*

- Let's take a look at how the students actually score on the items related to the power standards, so that you can determine how much you can achieve by increasing instructional time on the power standards. You should be using your School Summary Report. Let's look at MME Reading first.

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range															
<b>MME Reading</b>	96			0	1	2	3	4	5-6	7-8	9-10	11-12	13-15	16-18	19-21	22-24			
R2.1 Strategy Development		11.1	24	0	0	0	1	0	7	19	25	14	20	10	3	1			
R2.2 Meaning Beyond Literal		5.6	16	0	0	7	14	18	30	20	5	6	0	0					
R2.3 Independent Reading		4.1	7	1	7	7	17	24	36	7									
L3.1 Close Literature Reading		1.5	4	15	39	35	9	2											
<b>MME Writing</b>	96			0	1	2	3-4	5-6	7-8	9-10	11-13	14-16	17-19	20-22	23-25	26-28			
W1.1 Writing Process		6.9	16	1	1	0	15	30	29	14	10	0							
W1.3 Purpose & Audience		12.5	28	0	0	0	1	4	10	15	27	28	13	1	1	0			
ACT Writing*		6.0	12	0	0	3	20	36	38	3	0								
W1.4 Inquiry & Research		0.6	2	48	43	9													
LAN4.1 Effective Use of Language		3.9	11	0	5	20	42	24	9	0	0								
<b>MME Mathematics</b>	91			0	1	2	3	4	5	6	7	8-9	10-11	12-13	14-15	16-17			
L1 Reasoning about Numbers		1.9	6	18	26	29	12	9	7	0									
L2 Calculations, Algorithms		2.2	8	5	26	30	22	14	1	0	1	0							
L3 Math Reasoning, Logic & Proof		0.7	2	40	46	14													
A1 Expressions & Equations		3.6	11	3	13	24	13	14	11	9	9	2	1						
A2 Functions		1.5	5	13	43	31	12	1	0										
A3 Families of Functions		0.7	4	42	43	14	1	0											
G1 Figures & Properties		4.3	17	1	4	9	21	25	20	9	7	1	1	2	0	0			
G2 Relationships between Figures		0.5	2	54	40	7													
G3 Transformations of Figures		0.4	1	64	36														
S1 Univariate Data: Distributions		1.1	3	24	52	16	8												
S2 Bivariate Data: Relationships		0.5	2	60	34	5													
S4 Probability Models, Operations		0.5	1	46	54														

- The Mean Points scored for R2.1 Strategy Development are 11.1 out of a possible 24 points. To determine the Mean Score as a percentage, divide the Mean Points by the Points possible and multiply by 100.

$$\text{Mean Percentage for R2.1} = 11.1/24 * 100 = 46\%$$

- The Mean Points scored for R2.2 Meaning Beyond Literal are 5.6 out of a possible 16 points, which using the same calculation equates to only 35% ( $5.6/16 * 100$ )!
- On the two power standards, which you earlier calculated to be 78% of the points possible, students are scoring less than 50%. Does it make sense to spend an equal amount of time on all standards? Should you spend the same amount of time on L3.1 Close Literature Reading, which is only worth 8% ( $4/51 * 100$ ) of the total points as you do on R2.1 Strategy Development?

## 2. Now let's take a look MME Writing.

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range															
<b>MME Reading</b>	96			0	1	2	3	4	5-6	7-8	9-10	11-12	13-15	16-18	19-21	22-24			
R2.1 Strategy Development		11.1	24	0	0	0	1	0	7	19	25	14	20	10	3	1			
R2.2 Meaning Beyond Literal		5.6	16	0	0	7	14	18	30	20	5	6	0	0					
R2.3 Independent Reading		4.1	7	1	7	7	17	24	36	7									
L3.1 Close Literature Reading		1.5	4	15	39	35	9	2											
<b>MME Writing</b>	96			0	1	2	3-4	5-6	7-8	9-10	11-13	14-16	17-19	20-22	23-25	26-28			
W1.1 Writing Process		6.9	16	1	1	0	15	30	29	14	10	0							
W1.3 Purpose & Audience		12.5	28	0	0	0	1	4	10	15	27	28	13	1	1	0			
ACT Writing*		6.0	12	0	0	3	20	36	38	3	0								
W1.4 Inquiry & Research		0.6	2	48	43	9													
LAN4.1 Effective Use of Language		3.9	11	0	5	20	42	24	9	0	0								
<b>MME Mathematics</b>	91			0	1	2	3	4	5	6	7	8-9	10-11	12-13	14-15	16-17			
L1 Reasoning about Numbers		1.9	6	18	26	29	12	9	7	0									
L2 Calculations, Algorithms		2.2	8	5	26	30	22	14	1	0	1	0							
L3 Math Reasoning, Logic & Proof		0.7	2	40	46	14													
A1 Expressions & Equations		3.6	11	3	13	24	13	14	11	9	9	2	1						
A2 Functions		1.5	5	13	43	31	12	1	0										
A3 Families of Functions		0.7	4	42	43	14	1	0											
G1 Figures & Properties		4.3	17	1	4	9	21	25	20	9	7	1	1	2	0	0			
G2 Relationships between Figures		0.5	2	54	40	7													
G3 Transformations of Figures		0.4	1	64	36														
S1 Univariate Data: Distributions		1.1	3	24	52	16	8												
S2 Bivariate Data: Relationships		0.5	2	60	34	5													
S4 Probability Models, Operations		0.5	1	46	54														

- a. The Mean Points scored for W1.1 Writing Process are 6.9 out of a possible 16 points. To determine the Mean Score as a percentage, divide the Mean Points by the Points possible and multiply by 100.

$$\text{Mean Percentage on W1.1} = 6.9/16 * 100 = 43\%$$

- b. The Mean Points scored for W1.3 Purpose & Audience are 12.5 out of a possible 28 points, which equates to only 45% ( $12.5/28 * 100$ )!
- c. On each of the two power standards, which earlier you calculated to be 64% of the points possible, on average students are scoring less than 50%. Should you spend the same amount of time on W1.4 Inquiry & Research, which is only worth 3% ( $2/69 * 100$ )? While doing this activity, have you noticed that not all of the standards are assessed? We are not saying that the other standards are not important, but the power standards are the critical skills that students need to succeed in later grades and after high school, so they need the appropriate amount of emphasis. Emphasizing these power standards in instruction will improve student achievement and positively affect a school's ranking along with having a positive effect on teacher evaluations, which are partly based on the MEAP and MME assessment scores.

3. Finally, let's look at the Mean Points scored for MME Mathematics.

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range															
<b>MME Reading</b>	96			0	1	2	3	4	5-6	7-8	9-10	11-12	13-15	16-18	19-21	22-24			
R2.1 Strategy Development		11.1	24	0	0	0	1	0	7	19	25	14	20	10	3	1			
R2.2 Meaning Beyond Literal		5.6	16	0	0	7	14	18	30	20	5	6	0	0					
R2.3 Independent Reading		4.1	7	1	7	7	17	24	36	7									
L3.1 Close Literature Reading		1.5	4	15	39	35	9	2											
<b>MME Writing</b>	96			0	1	2	3-4	5-6	7-8	9-10	11-13	14-16	17-19	20-22	23-25	26-28			
W1.1 Writing Process		6.9	16	1	1	0	15	30	29	14	10	0							
W1.3 Purpose & Audience		12.5	28	0	0	0	1	4	10	15	27	28	13	1	1	0			
ACT Writing*		6.0	12	0	0	3	20	36	38	3	0								
W1.4 Inquiry & Research		0.6	2	48	43	9													
LAN4.1 Effective Use of Language		3.9	11	0	5	20	42	24	9	0	0								
<b>MME Mathematics</b>	91			0	1	2	3	4	5	6	7	8-9	10-11	12-13	14-15	16-17			
L1 Reasoning about Numbers		1.9	6	18	26	29	12	9	7	0									
L2 Calculations, Algorithms		2.2	8	5	26	30	22	14	1	0	1	0							
L3 Math Reasoning, Logic & Proof		0.7	2	40	46	14													
A1 Expressions & Equations		3.6	11	3	13	24	13	14	11	9	9	2	1						
A2 Functions		1.5	5	13	43	31	12	1	0										
A3 Families of Functions		0.7	4	42	43	14	1	0											
G1 Figures & Properties		4.3	17	1	4	9	21	25	20	9	7	1	1	2	0	0			
G2 Relationships between Figures		0.5	2	54	40	7													
G3 Transformations of Figures		0.4	1	64	36														
S1 Univariate Data: Distributions		1.1	3	24	52	16	8												
S2 Bivariate Data: Relationships		0.5	2	60	34	5													
S4 Probability Models, Operations		0.5	1	46	54														

- a. The Mean Points scored for A1 Expressions & Equations are 3.6 out of a possible 11 points. To determine the Mean Score as a percentage, divide the Mean Points by the Points possible and multiply by 100.

$$\text{Mean Percentage on A1} = 3.6/11 * 100 = 33\%$$

- b. The Mean Points scored for G1 Figures and Properties are 4.3 out of a possible 17 points, which equates to only 25% ( $4.3/17 * 100$ )!
- c. Following the steps from Step 3, these two power standards make up 45% of the math portion of the MME. On each of the two power standards, the mean score is less than 50%. Do you see how additional instructional time on just these two power standards out of the twelve standards tested can significantly affect student performance levels?