

Smith 9th Grade Math 133 / Algebra 1

Class Mastery Progress Report as of 04/22/2019

for

Common Core State Standards for High School Algebra 1

A report showing student progress from initial assessment to current knowledge

Key:  Initial Assessment  Current Knowledge

Average mastery per student

Number of students: 29

Average hours spent in ALEKS	Average Standards Progress (68 standards)		Number and Quantity (6 standards)		Algebra (21 standards)		Functions (23 standards)		Statistics and Probability (10 standards)		Mathematical Practices (8 standards)	
	Initial Assessment	Current Knowledge	Initial Assessment	Current Knowledge	Initial Assessment	Current Knowledge	Initial Assessment	Current Knowledge	Initial Assessment	Current Knowledge	Initial Assessment	Current Knowledge
78.2	6.8	33.5	1.0	3.1	0.3	8.5	0.3	6.4	3.3	8.0	1.9	7.5

Summary:

From 11/19/2018* to 04/22/2019, the 29 students in this class worked an average of 78.2 hours in ALEKS.

The average number of standards mastered** per student went from **10%** (6.8 of 68) to **49%** (33.5 of 68).

*Median date of initial assessment.

** A student is considered to have mastered a standard when she has mastered at least % of the ALEKS topics for that standard.

Breakdown by Student

Name <i>Initial Login to Last Login</i>	Time spent in ALEKS	Average Standards Progress (68 standards)		Number and Quantity (6 standards)		Algebra (21 standards)		Functions (23 standards)		Statistics and Probability (10 standards)		Mathematical Practices (8 standards)	
Alberti, Joel C. <i>11/19/2018 to 04/25/2019</i>	73.6 hours	8	43	1	6	1	12	0	7	3	10	3	8
Bourbaki, Charles T. <i>11/19/2018 to 04/25/2019</i>	85.4 hours	4	29	1	2	0	9	0	5	2	6	1	7
Browning, Jose A. <i>11/19/2018 to 04/25/2019</i>	81.0 hours	7	32	1	2	0	8	0	6	4	8	2	8
Cameron, Maria P. <i>11/19/2018 to 04/25/2019</i>	76.4 hours	5	32	1	3	0	7	0	5	3	9	1	8
Cameron, Tracy T. <i>11/19/2018 to 04/25/2019</i>	82.7 hours	5	23	1	2	0	4	0	1	3	9	1	7
Carter, Nicole B. <i>11/19/2018 to 04/25/2019</i>	81.8 hours	6	37	1	2	0	10	0	8	3	9	2	8
Chang, Daniel <i>11/19/2018 to 04/25/2019</i>	84.6 hours	6	19	1	2	0	2	0	1	4	7	1	7
Corbin, Jane S. <i>11/19/2018 to 04/25/2019</i>	78.2 hours	5	24	1	2	0	8	0	2	2	5	2	7
Davis, Joel T. <i>11/19/2018 to 04/25/2019</i>	83.0 hours	4	14	1	1	0	2	0	1	2	4	1	6
Davis, Maria T. <i>11/19/2018 to 04/25/2019</i>	87.9 hours	5	16	1	2	0	2	0	2	3	5	1	5
Diaz, Bart P.													

11/19/2018 to 04/25/2019	65.5 hours	8	51	1	5	1	13	0	15	4	10	2	8
Doyle, Kevin J. 11/19/2018 to 04/25/2019	77.9 hours	6	37	1	4	0	9	0	7	4	9	1	8
Fisher, Ken S. 11/19/2018 to 04/25/2019	75.0 hours	8	42	1	3	0	11	1	10	4	10	2	8
Fredericks, Charles A. 11/19/2018 to 04/25/2019	83.8 hours	6	34	1	3	0	9	0	4	3	10	2	8
Fredericks, Karen T. 11/19/2018 to 04/25/2019	84.1 hours	5	23	1	3	0	7	0	1	3	5	1	7
Gates, Ken 11/19/2018 to 04/25/2019	87.1 hours	7	22	1	2	1	4	0	1	3	7	2	8
Green, John K. 11/19/2018 to 04/25/2019	70.4 hours	7	46	1	5	0	11	0	13	4	9	2	8
Johnson, Kelly E. 11/19/2018 to 04/25/2019	87.7 hours	6	27	1	2	0	6	1	5	3	7	1	7
Kennedy, Jennifer R. 11/19/2018 to 04/25/2019	65.3 hours	10	53	1	6	1	14	1	15	4	10	3	8
Kitel, Kevin L. 11/19/2018 to 04/25/2019	88.1 hours	7	14	1	2	0	3	0	0	4	5	2	4
Laplace, Ken P. 11/19/2018 to 04/25/2019	65.5 hours	8	56	1	6	0	17	0	15	4	10	3	8
Lewinsky, Jose V. 11/19/2018 to 04/25/2019	73.7 hours	11	42	1	3	1	12	1	10	5	9	3	8
Lewinsky, Karen J. 11/19/2018 to	70.7 hours	10	42	1	4	1	11	1	9	4	10	3	8

<i>04/25/2019</i>													
Lopes, David K. <i>11/19/2018 to 04/25/2019</i>	83.2 hours	7	25	1	2	1	6	0	3	3	6	2	8
Olson, Kevin P. <i>11/19/2018 to 04/25/2019</i>	76.1 hours	7	31	1	2	0	9	1	4	3	8	2	8
Porter, Charles L. <i>11/19/2018 to 04/25/2019</i>	88.2 hours	7	23	1	1	0	3	1	3	3	8	2	8
Rodriguez, Kai R. <i>11/19/2018 to 04/25/2019</i>	73.6 hours	8	42	1	5	1	11	0	9	4	9	2	8
Trish, Maria P. <i>11/19/2018 to 04/25/2019</i>	75.4 hours	7	35	1	2	0	9	1	7	3	9	2	8
Warren, Bill S. <i>11/19/2018 to 04/25/2019</i>	61.8 hours	8	58	1	6	1	17	0	17	3	10	3	8

Breakdown by standard

Number and Quantity:

Name of Standard	Initial Progress	Current Progress
N-RN.1: Explain rational exponents in terms of integer exponents properties	0 of 29 students (0%)	11 of 29 students (37%)
N-RN.2: Rewrite expressions involving radicals and rational exponents	0 of 29 students (0%)	9 of 29 students (31%)
N-RN.3: Explain properties such as the sum of rational numbers is rational	0 of 29 students (0%)	8 of 29 students (27%)
N-Q.1: Apply and interpret units; interpret the scale and the origin in graphs	29 of 29 students (100%)	29 of 29 students (100%)
N-Q.2: Define appropriate quantities for the purpose of descriptive modeling	0 of 29 students (0%)	27 of 29 students (93%)
N-Q.3: Choose a level of accuracy appropriate to measurements limitations	0 of 29 students (0%)	6 of 29 students (20%)

Algebra:

Name of Standard	Initial Progress	Current Progress
A-SSE.1.a: Interpret parts of an expression e.g., terms, factors, coefficients	9 of 29 students (31%)	28 of 29 students (96%)
A-SSE.1.b: Interpret expressions by viewing their parts as a single entity	0 of 29 students (0%)	17 of 29 students (58%)
A-SSE.2: Use the structure of an expression to identify ways to rewrite it	0 of 29 students (0%)	4 of 29 students (13%)
A-SSE.3.a: Factor a quadratic expression to reveal the zeros of the function	0 of 29 students (0%)	2 of 29 students (6%)
A-SSE.3.b: Complete the square to reveal the maximum or minimum value	0 of 29 students (0%)	0 of 29 students (0%)
A-SSE.3.c: Transform expressions for exponential functions	0 of 29 students (0%)	20 of 29 students (68%)
A-APR.1: Add, subtract, and multiply polynomials	0 of 29 students (0%)	21 of 29 students (72%)
A-CED.1: Create and apply equations and inequalities in one variable	0 of 29 students (0%)	25 of 29 students (86%)
A-CED.2: Create equations in two or more variables; graph equations	0 of 29 students (0%)	3 of 29 students (10%)
A-CED.3: Represent constraints by equations or inequalities	0 of 29 students (0%)	14 of 29 students (48%)
A-CED.4: Rearrange formulas to highlight a quantity of interest	0 of 29 students (0%)	25 of 29 students (86%)
A-REI.1: Explain each step in solving a simple equation	0 of 29 students (0%)	20 of 29 students (68%)
A-REI.3: Solve linear equations and inequalities in one variable	0 of 29 students (0%)	24 of 29 students (82%)

A-REI.4.a: Use completing the square to transform quadratic equations	0 of 29 students (0%)	0 of 29 students (0%)
A-REI.4.b: Solve quadratic equations by different methods	0 of 29 students (0%)	2 of 29 students (6%)
A-REI.5: Prove an equation can be replaced by the sum of it and a multiple of the other	0 of 29 students (0%)	0 of 29 students (0%)
A-REI.6: Solve systems of linear equations	0 of 29 students (0%)	7 of 29 students (24%)
A-REI.7: Solve a system of a linear and a quadratic equation in two variables	0 of 29 students (0%)	0 of 29 students (0%)
A-REI.10: Understand what the graph of an equation in two variables means	0 of 29 students (0%)	19 of 29 students (65%)
A-REI.11: Find approximate solutions to $f(x)=g(x)$ using graphs or technology	0 of 29 students (0%)	13 of 29 students (44%)
A-REI.12: Graph linear and systems of linear inequalities in two variables	0 of 29 students (0%)	2 of 29 students (6%)

Functions:

Name of Standard	Initial Progress	Current Progress
F-IF.1: Understand functions, function notation, domain, and range	0 of 29 students (0%)	22 of 29 students (75%)
F-IF.2: Use and interpret function notation; evaluate functions	0 of 29 students (0%)	19 of 29 students (65%)
F-IF.3: Recognize that sequences are functions	8 of 29 students (27%)	27 of 29 students (93%)
F-IF.4: For a function, interpret and sketch key features	0 of 29 students (0%)	9 of 29 students (31%)
F-IF.5: Relate the domain of a function to its graph and to the relationship	0 of 29 students (0%)	9 of 29 students (31%)
F-IF.6: Calculate and interpret the rate of change of a function	0 of 29 students (0%)	21 of 29 students (72%)
F-IF.7.a: Graph linear and quadratic functions; show intercepts, maxima, minima	0 of 29 students (0%)	3 of 29 students (10%)
F-IF.7.b: Graph square root, cube root, and piecewise-defined functions	0 of 29 students (0%)	3 of 29 students (10%)
F-IF.7.e: Graph exponential functions	0 of 29 students (0%)	1 of 29 students (3%)
F-IF.8.a: Show and interpret zeros, extreme values, and symmetry	0 of 29 students (0%)	0 of 29 students (0%)
F-IF.8.b: Use the properties of exponents to interpret exponential functions	0 of 29 students (0%)	1 of 29 students (3%)
F-IF.9: Compare properties of two functions represented in a different way	0 of 29 students (0%)	2 of 29 students (6%)
F-BF.1.a: Determine an expression, a recursive process, or steps for calculation	0 of 29 students (0%)	13 of 29 students (44%)
F-BF.1.b: Combine standard function types using arithmetic operations	0 of 29 students (0%)	10 of 29 students (34%)
F-BF.2: Write and use arithmetic and geometric sequences	0 of 29 students (0%)	0 of 29 students (0%)
F-BF.3: Identify effects on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, $f(x + k)$	0 of 29 students (0%)	4 of 29 students (13%)
F-BF.4.a: Solve an equation for a function that has an inverse; write the inverse	0 of 29 students (0%)	2 of 29 students (6%)

F-LE.1.a: Prove the way linear functions and exponential functions grow	0 of 29 students (0%)	0 of 29 students (0%)
F-LE.1.b: Recognize situations that exhibit constant rate of change	0 of 29 students (0%)	17 of 29 students (58%)
F-LE.1.c: Recognize when a quantity grows or decays by a constant rate	0 of 29 students (0%)	5 of 29 students (17%)
F-LE.2: Construct linear and exponential functions	0 of 29 students (0%)	3 of 29 students (10%)
F-LE.3: Observe that exponential increase exceeds that of polynomial functions	0 of 29 students (0%)	12 of 29 students (41%)
F-LE.5: Interpret the parameters in a linear or exponential function	0 of 29 students (0%)	3 of 29 students (10%)

Statistics and Probability:

Name of Standard	Initial Progress	Current Progress
S-ID.1: Represent data with plots on the real number line	29 of 29 students (100%)	29 of 29 students (100%)
S-ID.2: Compare center and spread of two or more different data sets	0 of 29 students (0%)	22 of 29 students (75%)
S-ID.3: Interpret differences in shape, center, and spread in data	0 of 29 students (0%)	21 of 29 students (72%)
S-ID.5: Summarize and analyze data in two-way frequency tables	0 of 29 students (0%)	27 of 29 students (93%)
S-ID.6.a: Fit a function to data; use functions fitted to data to solve problems	14 of 29 students (48%)	26 of 29 students (89%)
S-ID.6.b: Assess the fit of a function by plotting and analyzing residuals	2 of 29 students (6%)	22 of 29 students (75%)
S-ID.6.c: Fit a linear function for a scatter plot suggesting a linear association	29 of 29 students (100%)	29 of 29 students (100%)
S-ID.7: Interpret the slope and intercept in the context of the data	0 of 29 students (0%)	10 of 29 students (34%)
S-ID.8: Compute and interpret the correlation coefficient of a linear fit	0 of 29 students (0%)	18 of 29 students (62%)
S-ID.9: Distinguish between correlation and causation	23 of 29 students (79%)	29 of 29 students (100%)

Mathematical Practices:

Name of Standard	Initial Progress	Current Progress
1: Persevere in solving problems	0 of 29 students (0%)	27 of 29 students (93%)
2: Reason abstractly and quantitatively	0 of 29 students (0%)	29 of 29 students (100%)
3: Construct viable arguments and critique reasoning	0 of 29 students (0%)	21 of 29 students (72%)
4: Model with mathematics	8 of 29 students (27%)	29 of 29 students (100%)
5: Use appropriate tools strategically	0 of 29 students (0%)	27 of 29 students (93%)

6: Attend to precision	29 of 29 students (100%)	29 of 29 students (100%)
7: Look for and make use of structure	0 of 29 students (0%)	26 of 29 students (89%)
8: Express regularity in repeated reasoning	18 of 29 students (62%)	29 of 29 students (100%)