**Enduring Skills Progress Analysis**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_period\_\_\_\_\_\_\_\_\_\_\_\_\_

The mission of this classroom is to create a positive, comfortable learning environment to work toward our individual goals of reaching proficiency.  We will prepare for college, career success and service as informed and active international citizens. We want to reach proficiency in being able to analyze graphs and data tables. Back in August, you were tested on your ability to analyze graphs and data tables. Today, you took the same exact test to see if you had growth. How did you do? How is the class doing? How do you compare to the class? How far are you from proficiency? How much growth did you demonstrate?

Table 1 shows all the test scores from all honors classes in random order.

*Table 1: Student Scores (out of 20) in August and January Table 2: Scoring Guide*

|  |  |
| --- | --- |
| Novice | 0 – 5 |
| Apprentice | 6 - 10 |
| Proficient | 11 – 15 |
| Distinguished | 16 - 20 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall** | | | | | |
| 11 | 12 | 12 | 19 | 14 | 19 |
| 16 | 14 | 18 | 15 | 11 | 16 |
| 10 | 10 | 8 | 10 | 11 | 11 |
| 12 | 18 | 15 | 11 | 16 | 18 |
| 7 | 15 | 13 | 15 | 18 | 14 |
| 16 | 10 | 3 | 20 | 17 | 9 |
| 14 | 14 | 19 | 10 | 17 | 8 |
| 11 | 11 | 12 | 13 | 7 | 9 |
| 10 | 19 | 9 | 12 | 12 | 13 |
| 17 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Winter** | | | | | |
| 19 | 16 | 16 | 15 | 4 | 16 |
| 10 | 11 | 15 | 12 | 8 | 9 |
| 18 | 16 | 13 | 16 | 9 | 13 |
| 10 | 14 | 12 | 14 | 16 | 18 |
| 9 | 16 | 12 | 20 | 17 | 15 |
| 9 | 16 | 18 | 14 | 16 | 15 |
| 17 | 16 | 4 | 14 | 7 | 10 |
| 14 | 16 | 14 | 14 | 5 | 20 |
| 16 | 17 | 8 | 18 | 13 | 9 |
| 8 | 10 | 16 |

1. Create a display to communicate the scores in tables 1 and 2. (This should be done in the form of a graph created on your own graph paper and stapled to this paper!)
2. Complete a statistical analysis of Fall and Winter Data. Make sure to include table 2.
3. What were your scores?
4. How far are you from proficiency?
5. What was the difference between your score in August and January?
6. What was the difference between the class average in August and January?
7. Write a sentence describing your ability to analyze data tables and graphs.
8. Create an action plan to increase your ability to analyze graphs and data tables.