

All TEKS Assessed by STAAR Included in Program!

Call for a free web-based demonstration today!

STAAR CONNECTION™

STATE OF THE ART TECHNOLOGY

Data Connection® part of the CONNECTION® series

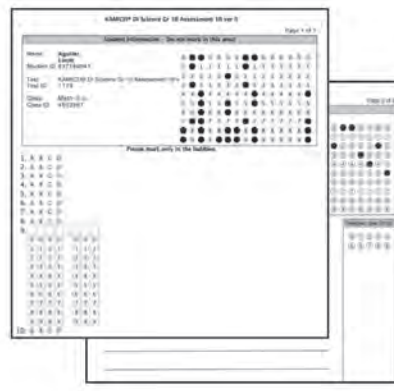
Data Analysis, Tracking, and Reporting System

State-of-the-art system that disaggregates student data by individual student, class, grade, school, district, and demographic group (at risk, Title I, SES, etc.)

Grades K - 12

Network, Stand-Alone, or Web-Browser Based

1. Print test-formatted, pre-slugged student bubble sheets on plain white paper. Use any laser printer - no fees for scan sheets.



2. Students complete

- teacher-, school-, or district-created test,
- existing curriculum,
- or KAMICO® assessment.



3. Scan student bubble sheets. No proprietary scanner is needed.

4. Disaggregate student academic data by individual students, classes, grade levels, schools, demographic groups (gender, ethnicity, socio-economic status, Title I, migrant, English proficiency, bilingual, ESL, gifted-talented, at risk, special education, length of enrollment), and NCLB criteria.

5. Print student, class, grade, school, and district-level reports. Print an individual student report to determine mastered TEKS and TEKS for which the student is in need of remediation. Use the report to determine instructional focus, plan effective instruction, and inform parents of their child's progress.

Page 1

Agustin, Lucio answered 12 out of 13 multiple choice and/or grid-in questions correctly for a score of 82.3%.

12 student(s) in grade 5 took this test with an average score of 76.3%.

History Level: 82%

Agustin, Lucio showed mastery of the following standards:

8.2A.2.C. Motion, Position, Speed, and Acceleration: Represent uniformly accelerated motion using graphs and algebraic models.

8.2A.2.D. Motion, Position, Speed, and Acceleration: Count frames and make change using both coins and paper bills.

8.2A.2.E. Measurement: Select appropriate units for perimeter, area, weight, volume (capacity), length, temperature, using tables or uniform size U.S. customary units, e.g., miles, kilograms, cubic feet, pounds, degrees Fahrenheit and other units as appropriate; round units, e.g., millimeters, liters, grams, centimeters, degrees Celsius and other units as appropriate.

8.2A.2.F. Measurement: Know that the number of units is inversely related to the size of the unit by any unit being measured.

8.2A.2.G. Geometry and Spatial Sense: Recognize volume for congruence and composition of two-dimensional figures and three-dimensional objects.

8.2A.2.H. Patterns, Functions and Algebra: Analyze and extend patterns, and describe the rule of an arithmetic sequence.

8.2A.2.I. Data Analysis and Probability: Gather and organize data from surveys and descriptive statistics, including line and scatter plots.

8.2A.2.J. Data Analysis and Probability: Read and interpret scatter, line, and circle graphs; line plots and line graphs; bar graphs; and other statistical displays; identify mean, median, mode, range, and other statistical measures.

8.2A.2.K. Mathematical Processes: Apply and justify the use of a variety of problem-solving strategies, e.g., make an organized list, guess and check.

8.2A.2.L. Mathematical Processes: Use concrete models, manipulatives and to problem solve, e.g., model 1/4 x 4/5 by representing, interpret one third of a whole, or divide the three equal parts.

8.2A.2.M. Mathematical Processes: Use mathematical language to explain and justify mathematical ideas, processes and solutions.

Agustin, Lucio may require remediation of the following standards:

8.2A.2.C. Motion, Position, Speed, and Acceleration: Explain the results of uniform acceleration using a variety of examples, and judge the acceleration.

The following standard(s) was/were assessed by extended response:

8.2A.2.H. Patterns, Functions and Algebra: Analyze and extend patterns, and describe the rule of an arithmetic sequence.

Agustin, Lucio selected the following answer choices:

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Student Answer														
Student's Answer														

6. Print class, grade-, school-, and district-level reports in tabular or graphic form.

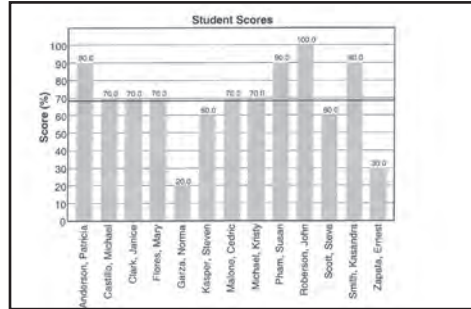
Free Web-Based Training!

Free Technical Support!

KAMICO® DATA CONNECTION™
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Class Report – Round Rock Benchmark #1

Instructor: Miller, Kathy
Class: Math RR
Grade: 4
The class average is 66.5%.

Student	Score	Class Average	Difference
Anderson, Patricia	95.0%	66.5%	+28.5%
Castillo, Michael	70.0%	66.5%	+3.5%
Clark, Janice	70.0%	66.5%	+3.5%
Flores, Mary	75.0%	66.5%	+8.5%
Garza, Norma	20.0%	66.5%	-46.5%
Kasper, Steven	60.0%	66.5%	-6.5%
Mason, Cedric	70.0%	66.5%	+3.5%
Michael, Kristy	70.0%	66.5%	+3.5%
Pham, Susan	80.0%	66.5%	+13.5%
Robinson, John	100.0%	66.5%	+33.5%
Scott, Steve	80.0%	66.5%	+13.5%
Smith, Kasandra	80.0%	66.5%	+13.5%
Zapata, Ernest	95.0%	66.5%	+28.5%



View list of TEKS assessed, along with list of students who need remediation of each TEKS. Use report to create tutorial groups for before-, during-, and after-school supplementary programs.

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The following students may require additional reinforcement of the listed standards:

1/4.1A
Use place value to read, write, compare, and order whole numbers through the millions place.

Castillo, Michael
Clark, Janice
Flores, Mary
Garza, Norma
Michael, Kristy
Scott, Steve

A
Write equivalent fractions using pictorial models.

Garza, Norma
Zapata, Ernest

B
Model fraction quantities greater than one using pictures.

Castillo, Michael
Garza, Norma
Kasper, Steven
Zapata, Ernest

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Class: Math RR
Grade: 4

Student answer choices and the percentage of students who selected each response

Question Number	1	2	3	4	5	6	7	8	9	10
Correct Answer										
Anderson, Patricia										D
Castillo, Michael	B				C					
Clark, Janice	D								X	D
Flores, Mary	D	D								D
Garza, Norma	B	A		A	C	B	C	X	D	
Kasper, Steven					C			A	X	D
Mason, Cedric								A	X	D
Michael, Kristy	B									127 D
Pham, Susan										D
Robinson, John								A		253 B
Scott, Steve	B									A
Smith, Kasandra										A
Zapata, Ernest			C	C	C		C	2	A	
% Correct	52%	88%	88%	82%	88%	88%	82%	82%	66%	8%
% A	0%	0%	4%	2%	4%	8%	3%	23%	11%	
% B	31%	0%	88%	82%	88%	0%	0%	62%	0%	
% C	42%	88%	8%	2%	2%	18%	82%	13%	8%	
% D	8%	18%	0%	2%	0%	0%	0%	0%	8%	

Perform item analysis to determine most effective method of remediation.

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This is a class comparison report for the following demographic groups:
Group 1: Economically Disadvantaged - Yes
Group 2: Economically Disadvantaged - No

The class average is 69.5%.

The group 1 average is 66.7%, which is 1.8% lower than the class average and 3.3% lower than the group 2 average.
The group 2 average is 70.0%, which is 1.5% higher than the class average and 3.3% higher than the group 1 average.

Mastery Level: 83%

Percentage of students in each demographic group who showed mastery of the tested standards

	Group 1	Group 2	Difference
1/4.1A Use place value to read, write, compare, and order whole numbers through the millions place.	50.0%	50.0%	+0.0%
1/4.2A Generate equivalent fractions using pictorial models.	63.3%	63.3%	+0.0%
1/4.2B Model fraction quantities greater than one using pictures.	66.7%	66.7%	+0.0%
1/4.2C Compare and order fractions using pictorial models.	60.0%	63.3%	-3.3%
1/4.4D Use multiplication to solve problems involving two-digit numbers.	16.7%	0.0%	+16.7%

Compare demographic groups to ensure no discrepancies among performance levels.

- ❖ Puts data-driven decision-making at your fingertips
- ❖ Provides RTI implementation support
- ❖ Includes in the database TEKS for every subject area and grade level
- ❖ Allows for alignment of questions on any assessment to the TEKS
- ❖ Contains clear, easy-to-read graphics, charts, and tables
- ❖ Generates teacher-friendly and parent-friendly reports
- ❖ Captures and analyzes longitudinal data
- ❖ Generates information needed to plan effective instruction
- ❖ Provides information needed to close achievement gaps

