


Figure 13 Individual Standards Alignment Progress Report

Core Strand Description				
Core Goal Description				
Performance Objective ID	Performance Objective description			
Mastery Status	PCS Core Objective ID	MCS Objective		
		Skill Identifier	Status	Weighting
<b>Number Sense</b>				
<b>Number Relationships and Properties</b>				
AZMA03-1.1.PO 1	Read whole numbers in contextual situations (through six-digit numbers).			
AZMA03-1.1.PO 3	Write whole numbers through six-digits in or out of order.			
	CSMA03-1.1.1	NC 3.00	Mastered	20%
		NC 3.04	Mastered	15%
		NC 3.25	Mastered	25%
		NC 3.65	In Progress	50%
In Progress	100% Coverage	NC 3.67	Not Presented Yet	50%
AZMA03-1.1.PO 2	Identify six-digit whole numbers in or out of order.			
AZMA03-1.1.PO 9	Order three or more whole numbers through six-digit numbers (least to greatest, or greatest to least).			
	CSMA03-1.1.3	NC 3.00	Mastered	20%
		NC 3.04	Mastered	15%
		NC 3.10	Not Mastered	25%
		NC 3.15	Mastered	10%
		NC 3.20	Mastered	90%
Major Part Mastered	100% Coverage	NC 3.57	Mastered	100%
AZMA03-1.1.PO 4	State whole numbers, through six-digits, with correct place value, by using models, illustrations, symbols, or expanded notation. (e.g., 53,941 = 50,000 + 3,000 + 900 + 40 + 1)			
AZMA03-1.1.PO 5	Construct models to represent place value concepts for the one's, ten's, and hundred's places.			
	CSMA03-1.1.4	NC 3.05	Mastered	50%
Mastered	100% Coverage	NC 3.33	Mastered	50%
AZMA03-1.1.PO 8	Compare two whole numbers, through six-digits.			
	CSMA03-1.1.5	EQ 3.00	Mastered	25%
		EQ 3.30	Mastered	25%
		NC 3.10	Not Mastered	25%
Major Part Mastered	100% Coverage	NC 3.55	Mastered	100%
AZMA03-1.1.PO 4	State whole numbers, through six-digits, with correct place value, by using models, illustrations, symbols, or expanded notation. (e.g., 53,941 = 50,000 + 3,000 + 900 + 40 + 1)			
	CSMA03-1.1.7	NC 3.05	Mastered	50%
		NC 3.35	Mastered	75%
		NC 3.72	Not Presented Yet	50%
In Progress	100% Coverage	NC 3.82	Not Presented Yet	25%
AZMA03-1.1.PO 6	Apply expanded notation to model place value through 9,999. (e.g., 5,378 = 5,000 + 300 + 70 + 8)			
	CSMA03-1.1.8	NC 3.52	Not Mastered	75%
In Progress	100% Coverage	NC 3.74	Not Presented Yet	75%
AZMA03-1.1.PO 20	Identify whole-number factors and/or pairs of factors for a given whole number through 24.			
	CSMA03-1.1.9	MU 3.92	Not Presented Yet	65%
Not Presented Yet	65% Coverage	Not Covered		35%

Figure 13 Individual Standards Alignment Progress Report (Continued)

		Individual Standards Alignment Progress Report - Arizona		Date Run: 04/27/2004	
		<b>Math Concepts and Skills</b>		Current Course Level 3.65	
		Kevin Rutherford		Percentage Correct 85%	
<b>Core Strand Description</b>					
<b>Core Goal Description</b>					
Performance Objective ID		Performance Objective description			
Mastery Status		PCS Core Objective ID		MCS Objective	
		Skill Identifier	Status	Weighting	
<b>Communication and Connections</b>					
<b>Communication</b>					
AZMA03-1.2.PO 14		Apply the symbols *, %, and the grouping symbols ( ) and " , ".			
AZMA03-1.2.PO 15		Use grade level appropriate mathematical terminology.			
		CSMA03-8.1.1	NC 3.85	Not Presented Yet	10%
			NC 3.99	Not Presented Yet	10%
Not Presented Yet		20% Coverage	Not Covered	80%	
<b>Connections</b>					
No AZ					

<b>Legend</b>	
PCS	Pearson Core Standards
MCS	Math Concepts and Skills
IPM	Initial placement motion
NA	Data not available or applicable

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