NYSAA DATA SUMMARY SHEET	Grade HS Extension
	MATH **5**

Student Name: **Jason Student**	Date of Birth: **06/06/1995**

School Name:

CCLS Code	Essence(s) of Cluster
S-ID Frameworks Page(s): 30	Use statistical methods to represent and interpret data on a graph (dot plots, histograms and box plots).

Extension (mark the Extension selected for this Standard)

Less Complex ⬅️ ═══════════════════════════ ➡️ More Complex

⦿ Identify given data on a graph. (91511)	○ Create a histogram, dot plot, or box plot based on data. (*For example, student places data into a histogram. Note: data can be given or collected by the student.*). (91521)	○ Interpret data displayed on a histogram, dot plot, or box plots. (*For example, answer questions on two related graphs about the most common lunch choice.*) (91531)

**Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will identify given data on a graph (e.g., given a completed graph, the student circles the data). (AT91511A)**

Student Performance Data			
Baseline Data Point		**Final Data Point**	
Date	**11/4/2013**	Date	**1/23/2014**
Level of Accuracy (74% or below)	**50%**	Level of Accuracy	**100%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

Point to the data on the pictograph that shows how many balls are on each tray.

	1	2	3	4
Blue Tray	⬤	⬤	⬤	
Red Tray	⬤			
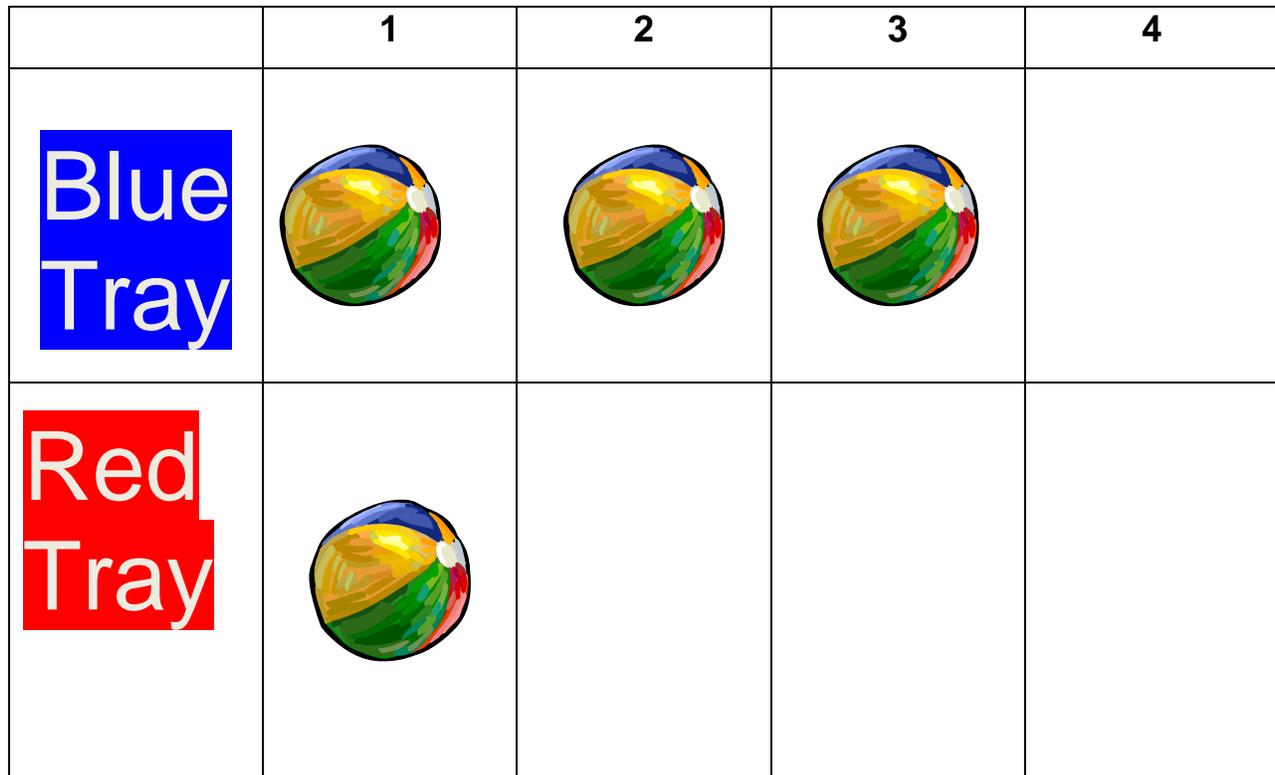
Teacher placed 2 trays in front of student and then placed balls on the tray as displayed above. Teacher then directed the student to point to the data on the graph which displayed the data for how many balls were on each tray.

The student was asked:
Show me the data on the pictograph that shows how many balls are on the blue tray.
Student pointed to the 3 balls for blue tray. (Correct)

Show me the data on the pictograph that shows how many balls are on the red tray.
Student pointed to the label for red tray. (Incorrect)

SCORE: 1/2 = 50% Accurate

Point to the data on the pictograph that shows how many shells are on each tray.

	1	2	3	4
Blue Tray	🐚	🐚	🐚	
Red Tray	🐚	🐚	🐚	🐚

Teacher placed 2 trays in front of student and then placed shells on the tray as displayed above. Teacher then directed the student to point to the data on the graph which displayed the data for how many shells were on each tray.

The student was asked:

Show me the data on the pictograph that shows how many shells are on the blue tray. Student pointed to the 3 shells for blue tray. (Correct)

Show me the data on the pictograph that shows how many shells are on the red tray. Student pointed to the 4 shells on red tray. (Correct)

SCORE: 2/2 = 100% accurate