

Mid Year Data Report

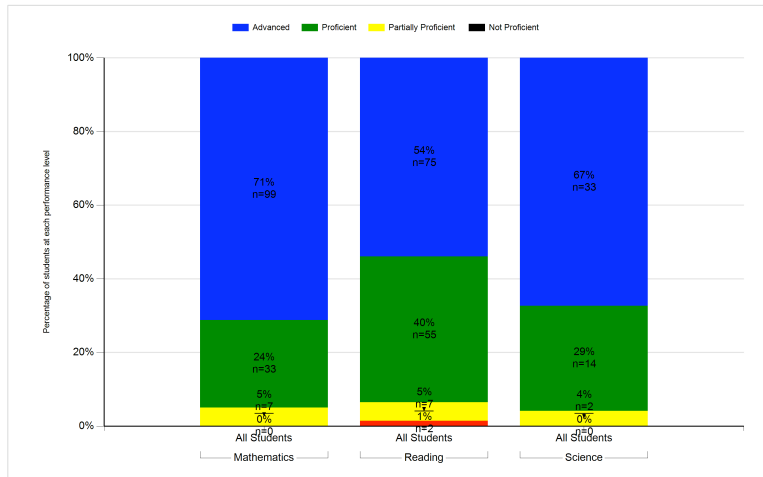
District School Improvement Team

January 25, 2011

2010 MEAP Elementary

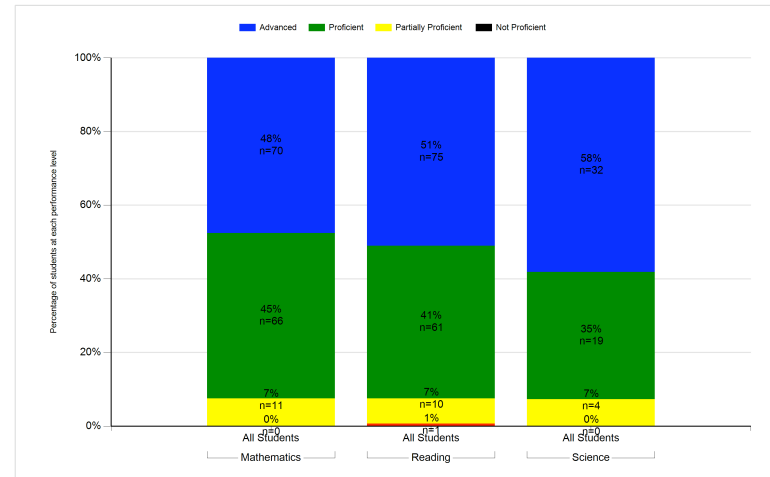
MEAP Combined Grades by Performance Levels - School

Hamilton Community Schools
Bentheim Elem School
Fall 2010



MEAP Combined Grades by Performance Levels - School

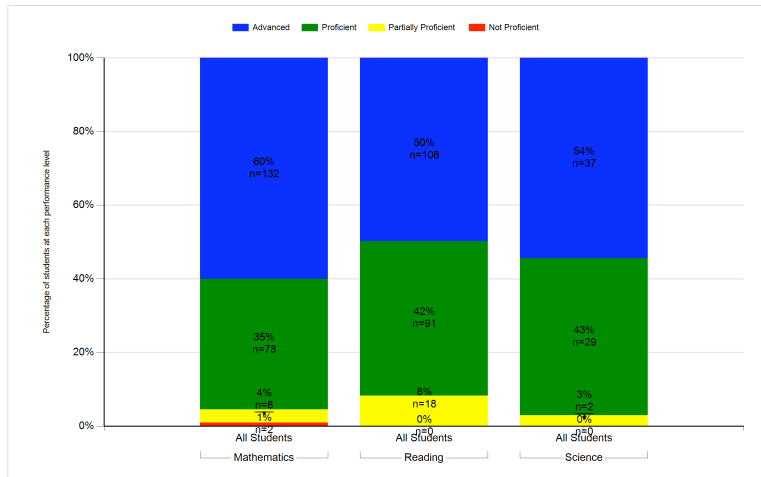
Hamilton Community Schools
Blue Star Elem School
Fall 2010



2010 MEAP Elementary

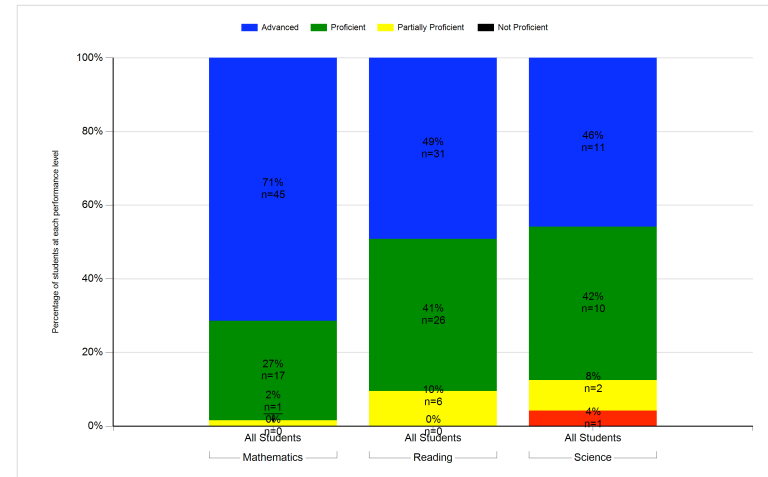
MEAP Combined Grades by Performance Levels - School

Hamilton Community Schools
Hamilton Elem School
Fall 2010



MEAP Combined Grades by Performance Levels - School

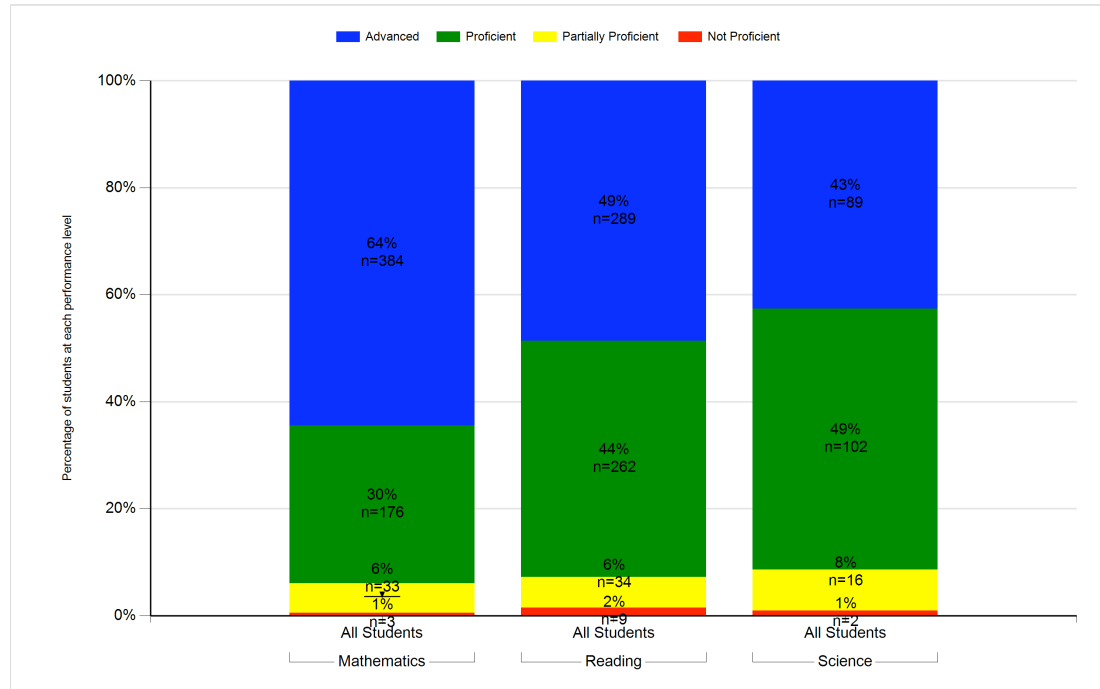
Hamilton Community Schools
Sandyview Elem School
Fall 2010



2010 MEAP Middle School

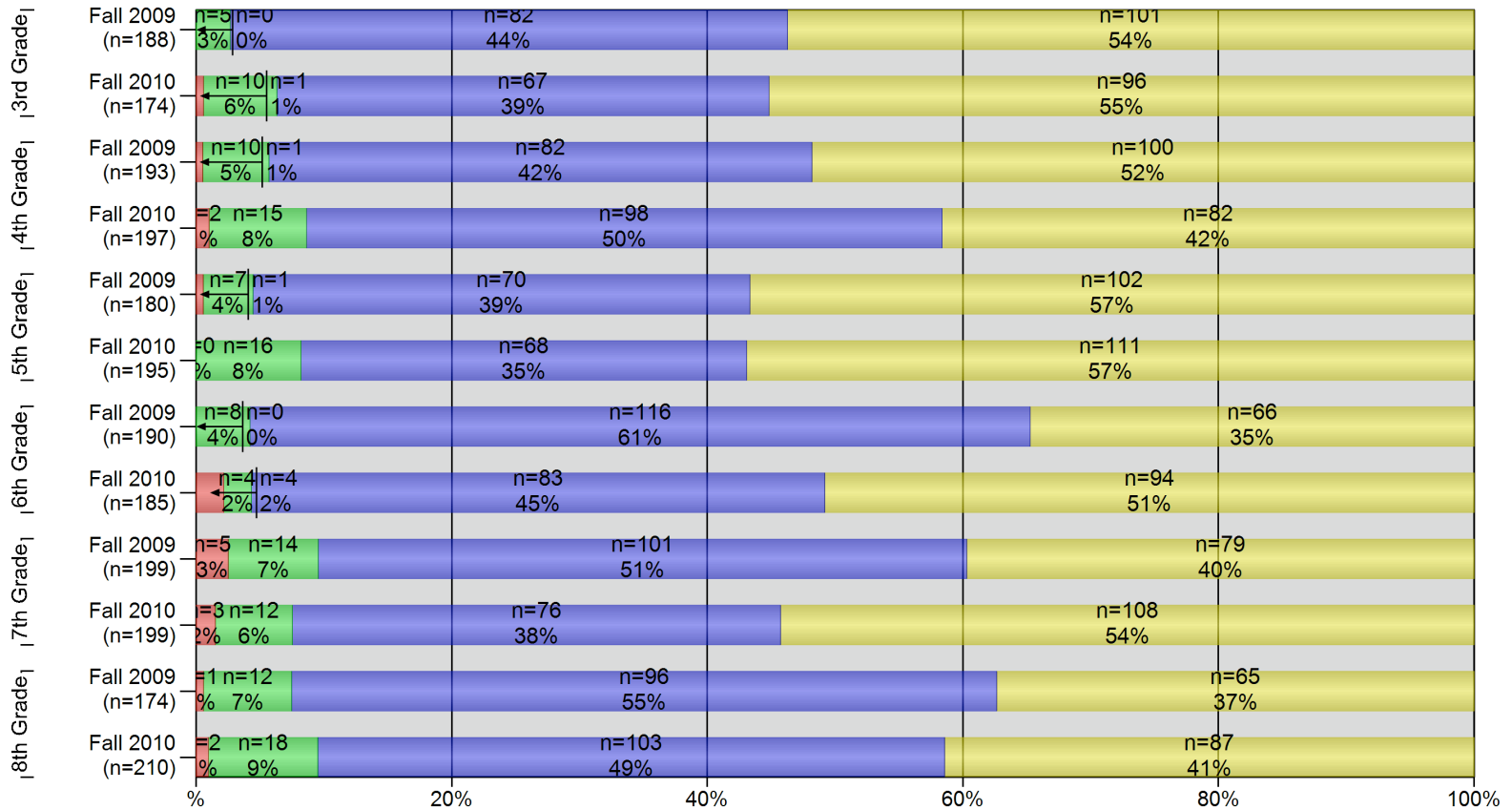
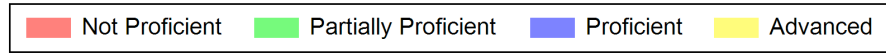
MEAP Combined Grades by Performance Levels - School

Hamilton Community Schools
Hamilton MS
Fall 2010



MEAP Performance Levels Multi-Year - District

Hamilton Community Schools
 Reading - 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade
 Fall 2009, Fall 2010

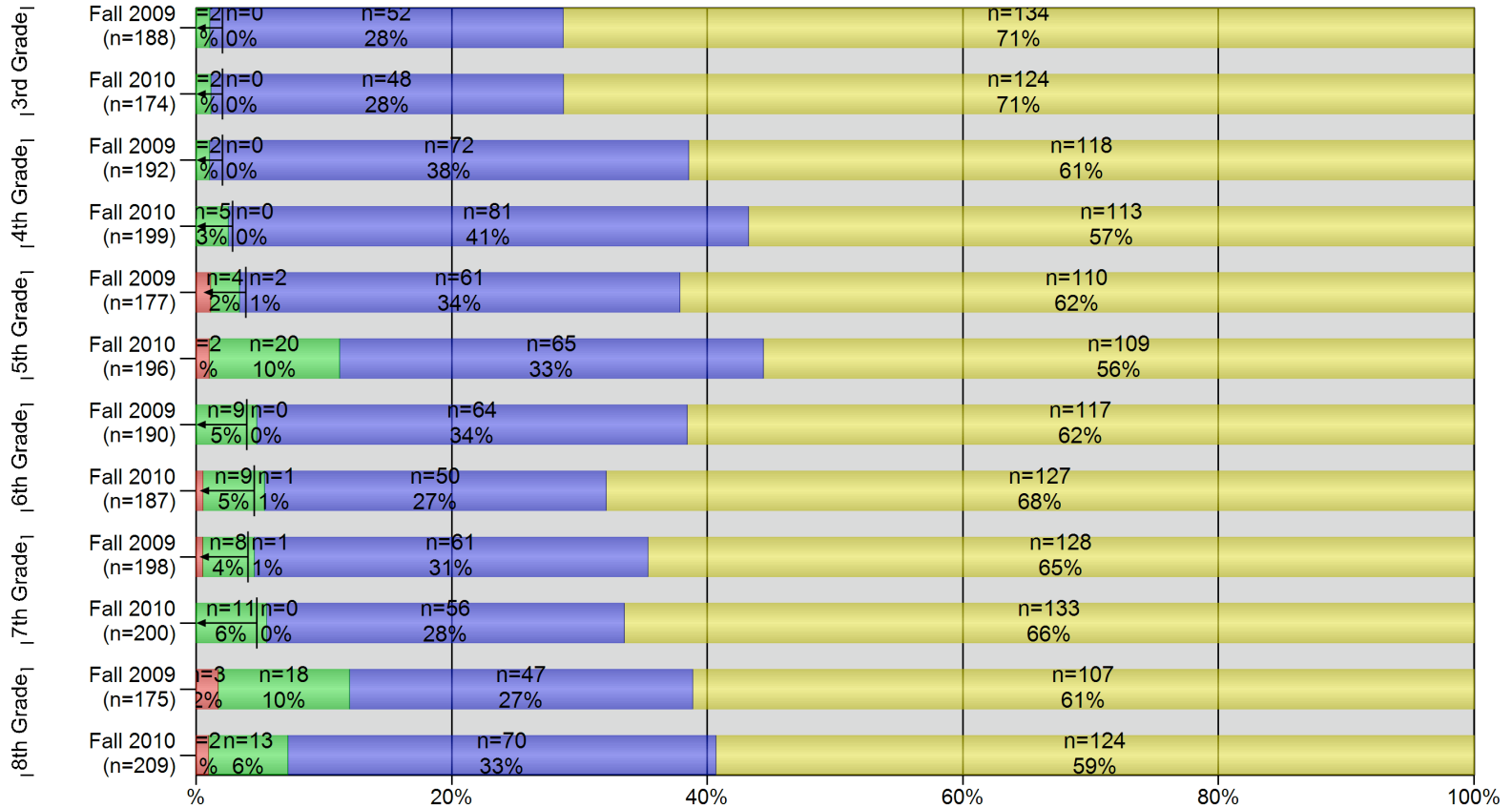
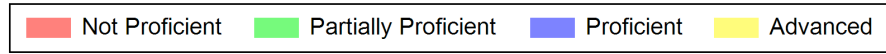


Process Questions:

1. How did students perform compared to our targets?
2. What trends do we see across the data?
3. Given what we know about cut scores, are we satisfied with the results?

MEAP Performance Levels Multi-Year - District

Hamilton Community Schools
 Mathematics - 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade
 Fall 2009, Fall 2010



Process Questions:

1. How did students perform compared to our targets?
2. What trends do we see across the data?
3. Given what we know about cut scores, are we satisfied with the results?

Comprehensive View - School

Hamilton Community Schools - Sandyview Elem School

First Name	Last Name	Grade	SY 2010-11						SY 2009-10						SY 2008-09												
			MEAP Fall 2010 MA PL	MEAP Fall 2010 MA PL Range	MEAP Fall 2010 MA SS	MEAP Fall 2010 Rdg PL	MEAP Fall 2010 Rdg PL Range	MEAP Fall 2010 Rdg SS	MEAP Fall 2010 Sci PL	MEAP Fall 2010 Sci SS	MEAP Fall 2009 MA PL	MEAP Fall 2009 MA PL Range	MEAP Fall 2009 MA SS	MEAP Fall 2009 Rdg PL	MEAP Fall 2009 Rdg PL Range	MEAP Fall 2009 Rdg SS	MEAP Fall 2008 ELA PL	MEAP Fall 2008 ELA PL Range	MEAP Fall 2008 ELA SS	MEAP Fall 2008 MA PL	MEAP Fall 2008 MA PL Range	MEAP Fall 2008 MA SS	MEAP Fall 2008 Rdg PL	MEAP Fall 2008 Rdg PL Range	MEAP Fall 2008 Rdg SS	MEAP Fall 2008 Wrt PL	MEAP Fall 2008 Wrt SS
Karalyn	Aardema	04	1	M	465	1	H	497																			
Pylar	Alonzo	05	2	M	509	2	L	503	2	529	2	L	404	3	L	380	2	L	307	2	H	322	2	M	320	3	281
Ashley	Berghorst	03	1	M	353	1	L	344																			
Seth	Beyer	05	1	H	580	1	M	559	1	588	1	M	470	1	M	467	1	M	362	1	H	372	1	H	391	2	303
Cora	Blankenship	03	1	M	350	1	L	355																			
Erica	Boerman	04	1	L	440	1	M	467																			
Andrew	Bosch	03	1	M	353	1	L	349																			
Ethan	Broekhuis	03	1	L	338	2	L	305																			
Jordon	Brown	03	1	H	375	1	L	349																			
Sarah	Buresh	05	1	L	541	1	L	542	1	542	1	L	434	2	H	441	2	H	333	1	M	352	1	L	344	2	310
Caleb	Bush	03	1	H	375	1	M	389																			
Hailey	Cadman	05	1	M	562	1	L	538	1	550	1	M	452	1	L	459	2	M	326	1	M	347	2	H	335	2	307
Caleb	DenBleyker	04	1	L	436	2	H	429																			
Kyle	DeNeef	04	1	M	462	1	H	527																			
Adam	DeWeerd	05	1	M	552	3	H	499	2	523	2	H	428	1	L	446	3	M	285	1	L	340	3	L	280	3	296
Matthew	DeWeerd	05	1	M	549	2	H	526	1	539	1	L	446	2	L	407	2	L	301	1	M	347	2	L	303	3	296
Mitchell	Dozeman	05	1	M	562	1	M	559	1	555	1	L	434	1	M	478	2	H	336	1	M	347	1	L	350	2	308
Brooklyn	Drost	04	2	H	425	1	H	497																			
Cheyenne	Eckwielen	05	1	M	559	2	M	523	2	520	1	M	452	2	H	426	2	H	334	1	M	352	1	L	344	2	313
Cole	Engelsman	04	2	H	430	2	H	425																			
Kaleb	Essink	04	2	H	428	1	L	447																			
Faith	Ferrin	04	1	L	440	2	H	437																			
Andrew	Flokstra	05	1	M	546	2	H	526	2	517	1	L	446	2	L	410	2	L	309	1	M	347	2	M	310	2	306
Jacob	Green	03	1	M	356	1	L	344																			
Alejandro	Hanse	04	2	H	421	2	M	415																			
Taylor	Hofman	04	1	H	474	1	L	447																			
Michael	Hulst	05	2	L	501	3	H	499	2	511	2	L	409	2	H	429	2	L	310	1	L	334	2	M	316	3	298
Heather	Hulst	05	2	L	504	3	M	489	3	484	1	L	432	2	M	416	2	M	315	2	M	314	2	M	316	2	312
Baylee	Jager	05	2	H	521	2	L	506	2	526	1	L	439	2	H	433	2	M	317	1	L	334	2	H	331	3	288
Bryce	Jipping	03	1	M	364	1	L	349																			
Jacob	Kaczander	05	2	L	504	1	M	559	1	535	2	M	419	1	L	459	2	H	333	2	H	322	1	L	339	2	322
Mikaila	Kaczander	04	2	H	425	2	H	429																			
Jesse	Klaasen	03	2	H	322	2	H	331																			
Luke	Koopman	05	1	H	575	1	L	547	1	565	1	H	475	2	H	437	1	L	349	1	H	372	1	M	364	2	320
Nathanial	Kos	05	1	M	549	1	M	559	1	555	1	M	470	1	M	478	1	L	347	1	H	372	1	M	364	2	312

Comprehensive View - Classroom

Hamilton Community Schools - Sandyview Elem School
 Graybiel, Jared (8201003) - 10-11 - Homeroom Grade 4 - 16352

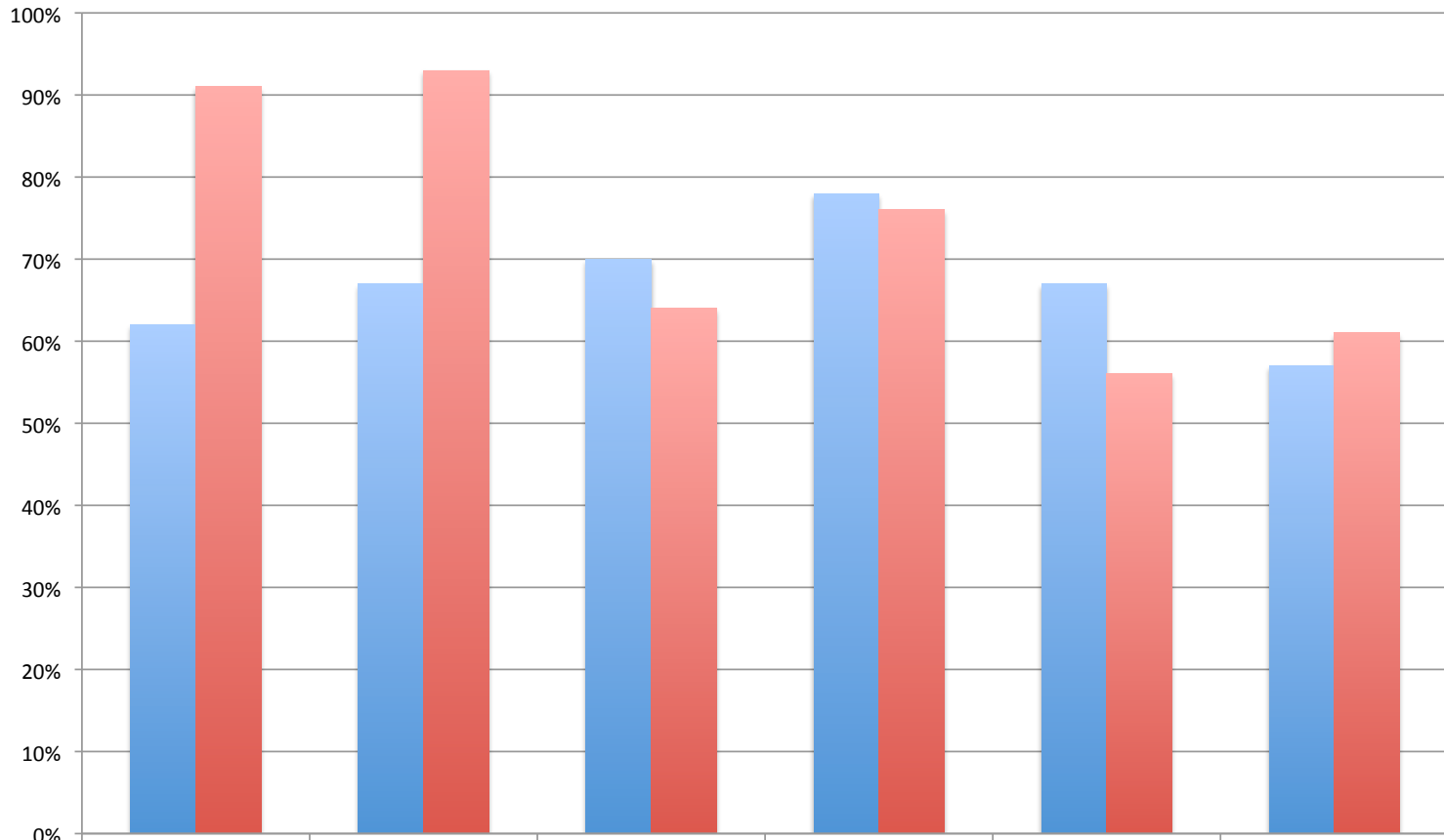
First Name	Last Name	Gender	SpEd	SY 2010-11					SY 2009-10						
				MEAP Fall 2010 MA PL	MEAP Fall 2010 MA PL Range	MEAP Fall 2010 MA SS	MEAP Fall 2010 Rdg PL	MEAP Fall 2010 Rdg SS	MEAP Fall 2009 MA PL	MEAP Fall 2009 MA PL Range	MEAP Fall 2009 MA SS	MEAP Fall 2009 Rdg PL	MEAP Fall 2009 Rdg SS		
Karalyn	Aardema	F	N	1	M	465	1	H	497	1	H	382	1	L	357
Erica	Boerman	F	N	1	L	440	1	M	467	1	L	342	1	L	340
Caleb	DenBleyker	M	N	1	L	436	2	H	429	1	L	333	2	M	311
Kyle	DeNeef	M	N	1	M	462	1	H	527	1	M	367	1	M	364
Brooklyn	Drost	F	N	2	H	425	1	H	497	1	M	354	1	M	364
Cole	Engelsman	M	N	2	H	430	2	H	425	1	M	348	2	M	314
Kaleb	Essink	M	N	2	H	428	1	L	447	1	L	337	1	L	345
Faith	Ferrin	F	N	1	L	440	2	H	437	1	L	335	1	L	345
Alejandro	Hanse	M	N	2	H	421	2	M	415	2	M	310	2	H	328
Taylor	Hofman	F	N	1	H	474	1	L	447	1	H	374	1	H	392
Mikaila	Kaczander	F	N	2	H	425	2	H	429	2	H	320	1	L	350
Joshua	Kuiper	M	N	1	L	446	1	L	459	1	M	354	1	L	357
Nicholas	McDonald	M	N	1	M	468	2	H	437	1	H	374	1	L	340
Margaret	Morrow	F	Y	2	L	410	2	H	425	2	M	312	2	M	317
Laura	Robinson	F	N	1	M	452	1	H	497	1	M	345	1	L	357
James	Scholten	M	N	1	M	454	1	M	467	1	M	362	1	L	357
Bria	Schrotenboer	F	N	1	L	440	2	H	442	1	M	362	1	L	340
Noella	Sek	F	Y	2	L	404	2	M	418						
Krissy	Sluiter	F	N	1	L	432	2	H	433	2	H	326	2	H	331
Kelly	Sluiter	F	N	1	L	440	1	L	447	1	M	367	2	H	331
Arianna	VanDenBeldt	F	Y	1	L	432	2	H	442	1	L	340	2	H	331

MEAP Performance Level Growth - District

Hamilton Community Schools
Reading
Fall 2010 - 8th Grade and Previous Test Cycle

Students Tested Both Years: 194			Fall 2010 - 8th Grade											
			Not Proficient			Partially Proficient			Proficient			Advanced		
			Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Previous Test Cycle	Not Proficient	Low												
		Mid				$\frac{n=1}{SI}$								
		High				$\frac{n=1}{I}$		$\frac{n=1}{SI}$	$\frac{n=2}{SI}$					
	Partially Proficient	Low									$\frac{n=2}{SI}$			
		Mid					$\frac{n=1}{I}$	$\frac{n=2}{I}$						
		High				$\frac{n=1}{D}$		$\frac{n=1}{I}$	$\frac{n=4}{I}$	$\frac{n=1}{SI}$				
	Proficient	Low			$\frac{n=1}{SD}$				$\frac{n=2}{M}$	$\frac{n=4}{I}$	$\frac{n=3}{I}$			
		Mid						$\frac{n=2}{D}$	$\frac{n=2}{D}$	$\frac{n=10}{M}$	$\frac{n=12}{I}$	$\frac{n=7}{I}$	$\frac{n=3}{SI}$	$\frac{n=1}{SI}$
		High				$\frac{n=1}{SD}$			$\frac{n=5}{D}$	$\frac{n=14}{D}$	$\frac{n=13}{M}$	$\frac{n=13}{I}$	$\frac{n=4}{I}$	
	Advanced	Low						$\frac{n=1}{SD}$	$\frac{n=1}{SD}$	$\frac{n=6}{D}$	$\frac{n=13}{D}$	$\frac{n=18}{M}$	$\frac{n=15}{I}$	$\frac{n=4}{I}$
		Mid									$\frac{n=1}{D}$	$\frac{n=3}{D}$	$\frac{n=9}{M}$	$\frac{n=1}{I}$
		High										$\frac{n=1}{D}$	$\frac{n=2}{D}$	$\frac{n=5}{M}$

2010 MEAP Proficiency - Special Ed



	3rd	4th	5th	6th	7th	8th
Reading	62%	67%	70%	78%	67%	57%
Math	91%	93%	64%	76%	56%	61%

MEAP Results by Graduation Date - District

Hamilton Community Schools

Class of 2020	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2010 (3rd Grade)	94% (n=174)			99% (n=174)		
Class of 2019	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2009 (3rd Grade)	97% (n=180)			99% (n=180)		
Fall 2010 (4th Grade)	91% (n=197)			97% (n=199)		
Class of 2018	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2008 (3rd Grade)	94% (n=172)	76% (n=172)	92% (n=170)	99% (n=174)		
Fall 2009 (4th Grade)	95% (n=179)			99% (n=178)		
Fall 2010 (5th Grade)	92% (n=195)			89% (n=196)	94% (n=196)	
Class of 2017	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2007 (3rd Grade)	94% (n=162)	80% (n=162)	93% (n=162)	98% (n=163)		
Fall 2008 (4th Grade)	95% (n=169)	64% (n=169)	93% (n=169)	97% (n=170)		
Fall 2009 (5th Grade)	95% (n=175)			97% (n=173)	93% (n=177)	
Fall 2010 (6th Grade)	96% (n=185)			95% (n=187)		90% (n=187)
Class of 2016	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2006 (3rd Grade)	99% (n=159)	65% (n=159)	96% (n=159)	100% (n=159)		
Fall 2007 (4th Grade)	96% (n=168)	66% (n=167)	93% (n=167)	98% (n=169)		
Fall 2008 (5th Grade)	95% (n=176)	78% (n=176)	94% (n=176)	92% (n=177)	98% (n=178)	
Fall 2009 (6th Grade)	96% (n=182)			95% (n=182)		89% (n=190)
Fall 2010 (7th Grade)	92% (n=199)			95% (n=200)		

Class of 2015	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2005 (3rd Grade)	92% (n=170)	64% (n=170)	86% (n=169)	96% (n=171)		
Fall 2006 (4th Grade)	95% (n=171)	61% (n=171)	91% (n=171)	98% (n=176)		
Fall 2007 (5th Grade)	94% (n=180)	78% (n=180)	92% (n=180)	90% (n=186)	97% (n=186)	
Fall 2008 (6th Grade)	88% (n=194)	91% (n=193)	89% (n=193)	87% (n=194)		87% (n=193)
Fall 2009 (7th Grade)	91% (n=191)			96% (n=190)		
Fall 2010 (8th Grade)	90% (n=210)			93% (n=209)	91% (n=209)	

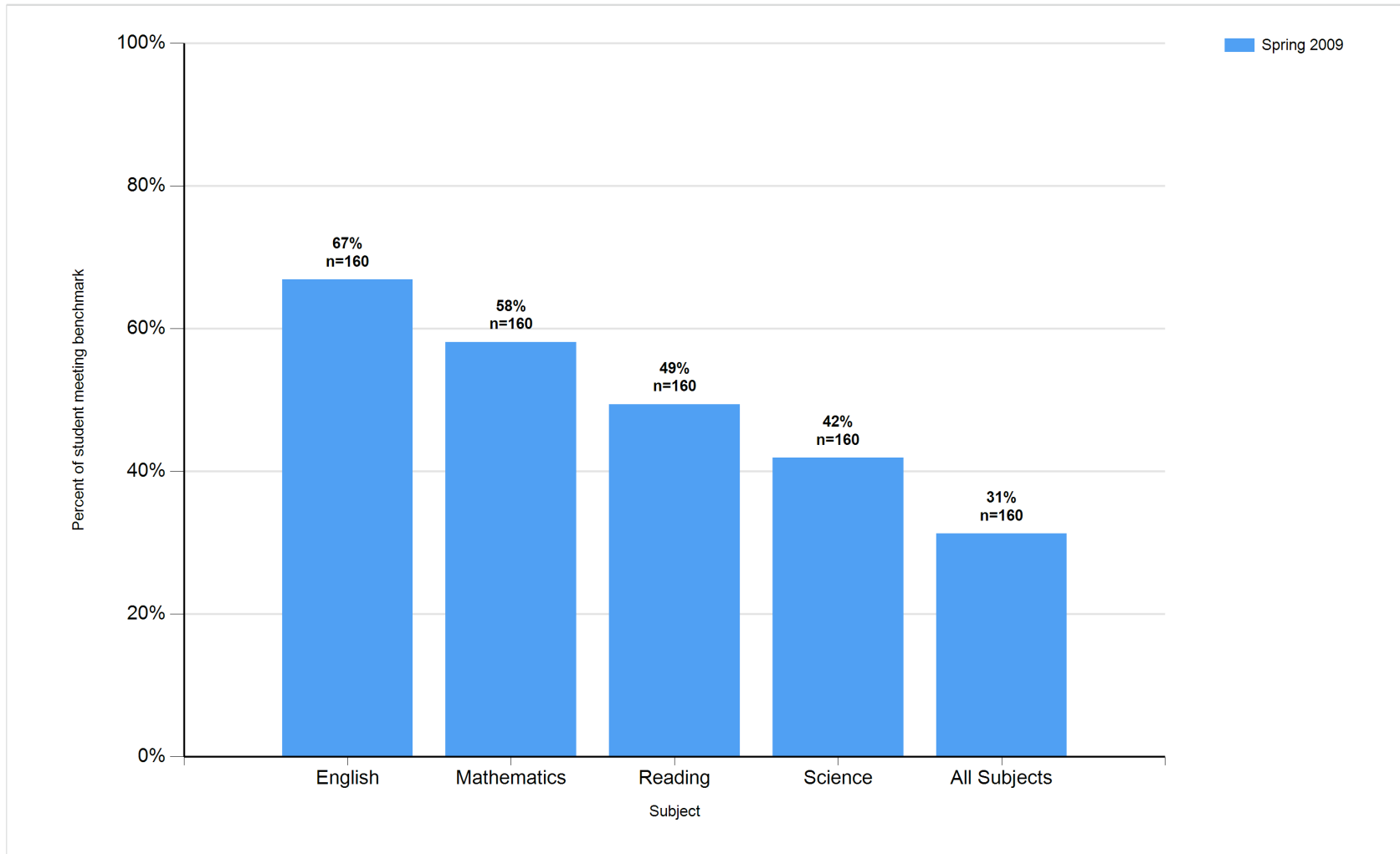
Class of 2014	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2005 (4th Grade)	88% (n=139)	67% (n=139)	83% (n=139)	95% (n=139)		
Fall 2006 (5th Grade)	93% (n=145)	74% (n=145)	88% (n=145)	91% (n=149)	95% (n=150)	
Fall 2007 (6th Grade)	88% (n=160)	76% (n=160)	86% (n=160)	84% (n=160)		83% (n=160)
Fall 2008 (7th Grade)	83% (n=169)	86% (n=169)	84% (n=169)	89% (n=169)		
Fall 2009 (8th Grade)	94% (n=165)			88% (n=166)	93% (n=171)	
Fall 2010 (9th Grade)						83% (n=186)

Class of 2013	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2005 (5th Grade)	92% (n=170)	79% (n=170)	94% (n=170)	90% (n=169)	93% (n=172)	
Fall 2006 (6th Grade)	93% (n=176)	92% (n=176)	94% (n=176)	92% (n=174)		89% (n=179)
Fall 2007 (7th Grade)	90% (n=186)	92% (n=186)	92% (n=186)	91% (n=186)		
Fall 2008 (8th Grade)	89% (n=196)	91% (n=196)	91% (n=196)	91% (n=196)	93% (n=196)	
Fall 2009 (9th Grade)						84% (n=207)

Class of 2012	Reading	Writing	Total ELA	Mathematics	Science	Social Studies
Fall 2005 (6th Grade)	93% (n=165)	87% (n=165)	93% (n=165)	92% (n=165)		93% (n=165)
Fall 2006 (7th Grade)	94% (n=170)	86% (n=170)	93% (n=170)	79% (n=170)		
Fall 2007 (8th Grade)	91% (n=176)	86% (n=176)	91% (n=176)	92% (n=177)	94% (n=177)	
Fall 2008 (9th Grade)						88% (n=186)

MME ACT Percent Meeting College Readiness - School

Hamilton Community Schools
Hamilton HS
11th Grade - Spring 2009



MME ACT Comment Codes - School

Hamilton Community Schools
Hamilton HS
11th Grade - Spring 2010 - Writing

Parameters for adding comments to holistic scores:

Writing Comment Codes: Response to Selection

Comment Code	Number of Codes	Percent of Total
20. Your essay responded to the prompt by taking a position on the issue.	5	2%
21. Your essay responded to the prompt by taking a clear position on the issue.	27	8%
22. Your essay acknowledged counterarguments on the issue but did not discuss them.	23	7%
23. Your essay showed recognition of the complexity of the issue by addressing counterarguments.	4	1%
24. Your essay showed recognition of the complexity of the issue by partially evaluating its implications.	12	4%
25. Your essay addressed the complexity of the issue by fully responding to counterarguments.	0	0%
26. Your essay addressed the complexity of the issue by evaluating the implications.	0	0%
30. Your essay provided very little writing about your ideas. Try to write more about the topic.	2	1%
31. The ideas in your essay needed to be more fully explained and supported with more details.	5	2%
32. Your essay used some specific details, reasons, and examples, but it needed more of them.	30	9%
33. Your essay adequately supported general statements with specific reasons, examples, and details.	101	31%
34. General statements in your essay were well supported with specific reasons, examples, and details.	11	3%
35. Your essay effectively supported general statements with specific reasons, examples, and details.	0	0%
40. Your writing did not maintain a focus on the issue. Try to plan and arrange your ideas logically.	0	0%
41. Your essay focused on the general topic rather than on the specific issue in the prompt.	1	0%
42. Your essay maintained focus on the specific issue in the prompt.	58	18%
50. Your essay lacked organization. Try to plan and arrange your ideas logically.	0	0%
51. Your essay was not clearly organized. Try to plan and arrange your ideas logically.	1	0%
52. Your essay showed basic organizational structure, but the ideas needed to be more clearly connected.	1	0%
53. The organization of your essay was adequate, but the rigid structure seemed to limit discussion.	19	6%
54. Your essay was well organized, making it easy to understand logical relationships among ideas.	0	0%
55. The logical sequence of ideas in your essay fit its persuasive purpose well.	0	0%
60. Grammar, spelling, and punctuation errors made your essay difficult to understand.	1	0%
61. Grammar, spelling, and punctuation errors were distracting. Proofread your writing.	1	0%
62. Using correct grammar and more varied sentence structures would improve your essay.	0	0%
63. Using more varied sentence structures would make your essay clearer and more engaging.	2	1%
64. Using more sentence variety and precise word choice added clarity and interest to your writing.	17	5%
65. Some varied sentence structures and precise word choice added clarity and interest to your writing.	2	1%
66. Your essay showed a good command of language by using varied sentences and precise word choice.	0	0%

Analysis Questions:









Are there apparent patterns?

Are these the results you expected?

Are these things you see in student's daily writing?

District wide SRI September and January

Hamilton Community Schools (1329 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	320	24% 	396	30% 
Proficient	562	42% 	590	44% 
Basic	295	22% 	244	18% 
Below Basic	152	11% 	99	7% 

Bentheim SRI

September and January









Bentheim Elementary School (185 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	28	15%	41	22%
Proficient	92	50%	91	49%
Basic	28	15%	30	16%
Below Basic	37	20%	23	12%

Blue Star SRI

September and January

Blue Star Elementary School (195 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	39	20% 	47	24% 
Proficient	80	41% 	88	45% 
Basic	40	21% 	35	18% 
Below Basic	36	18% 	25	13% 

Hamilton EI SRI

September and January









Hamilton Elementary School (273 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	42	15%	56	21%
Proficient	117	43%	136	50%
Basic	68	25%	56	21%
Below Basic	46	17%	25	9%

Sandyview SRI

September and January









Sandyview Elementary School (85 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	14	16% 	16	19% 
Proficient	30	35% 	41	48% 
Basic	31	36% 	24	28% 
Below Basic	10	12% 	4	5% 

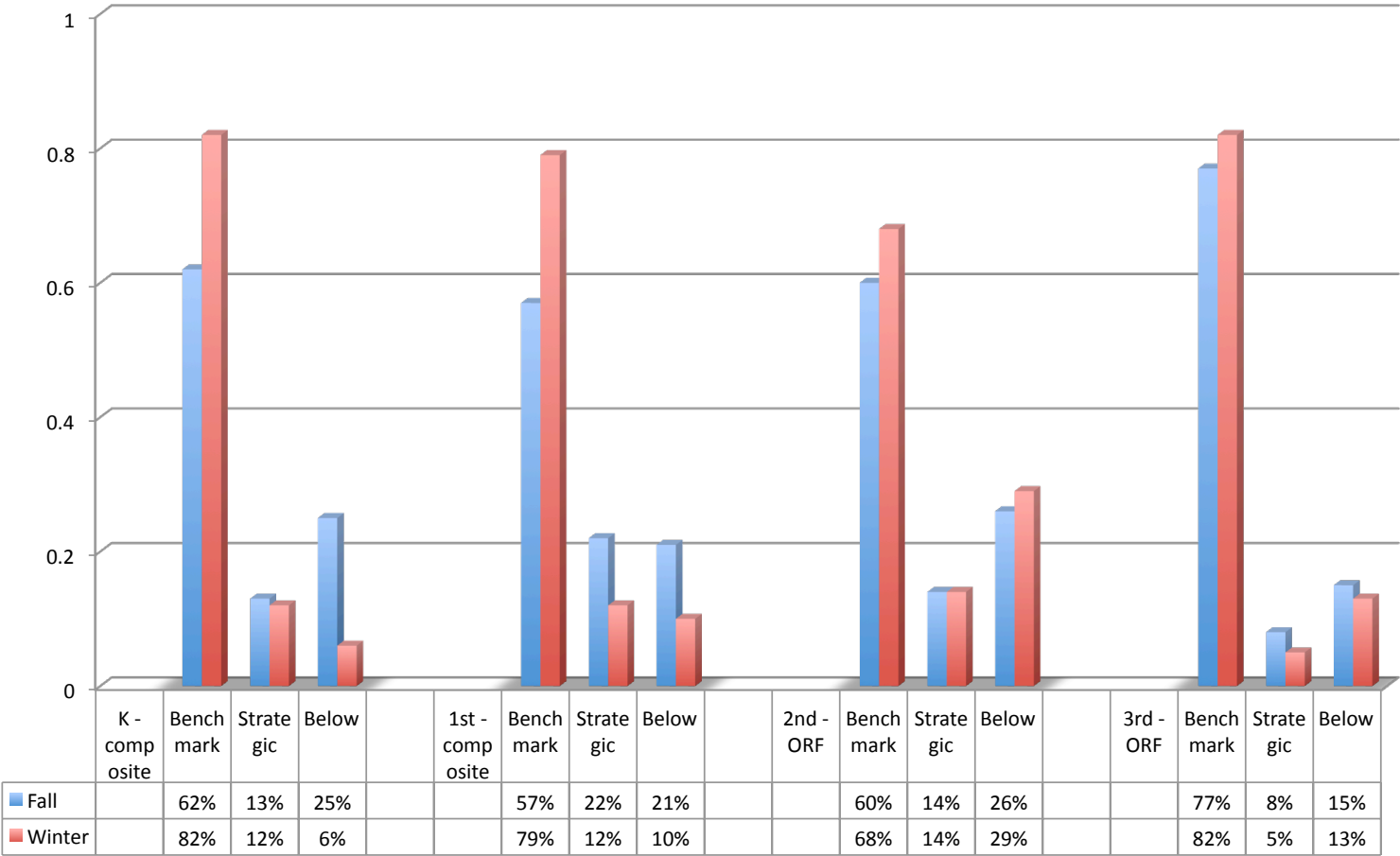
Middle School SRI

September and January

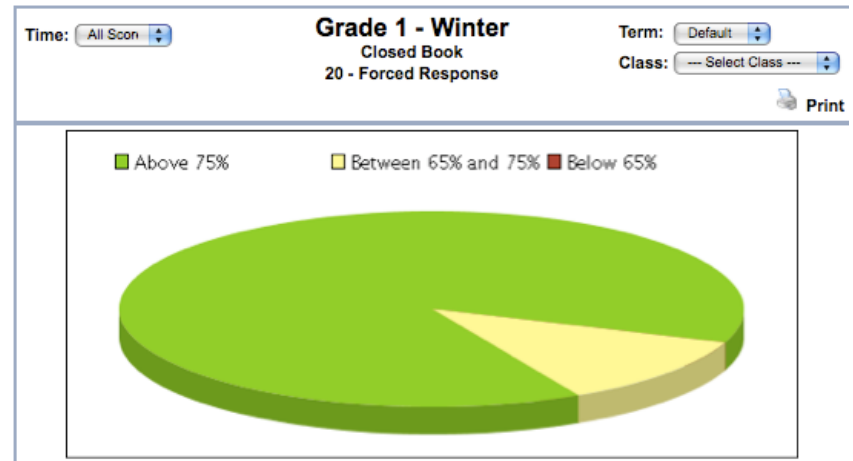
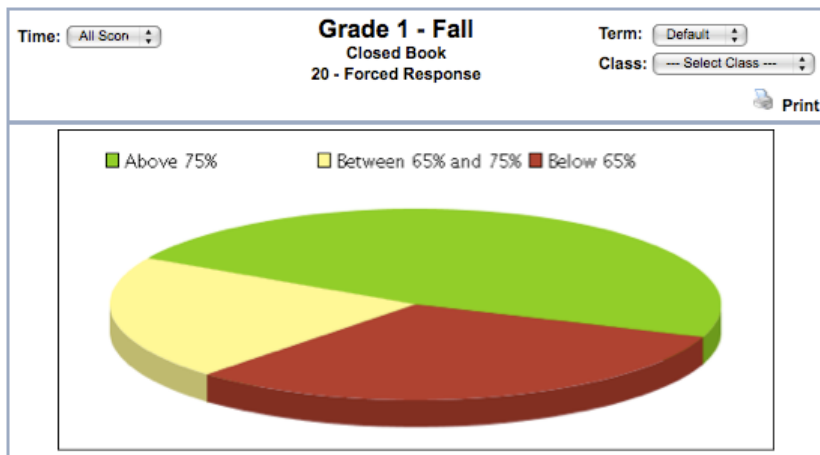
Hamilton Middle School (591 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	197	33% 	236	40% 
Proficient	243	41% 	234	40% 
Basic	128	22% 	99	17% 
Below Basic	23	4% 	22	4% 

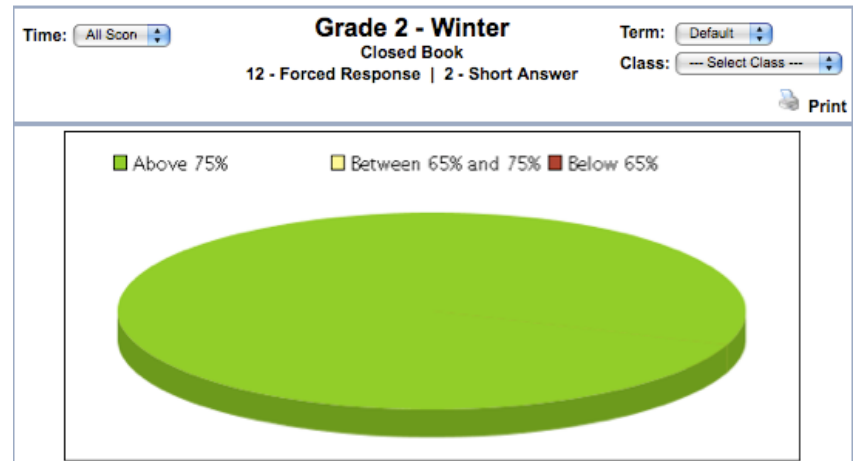
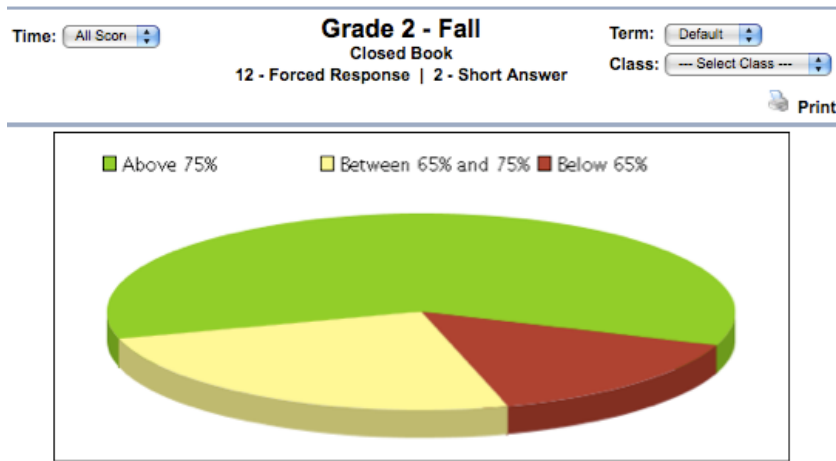
DIBELS district summary Fall to Winter 2010/2011



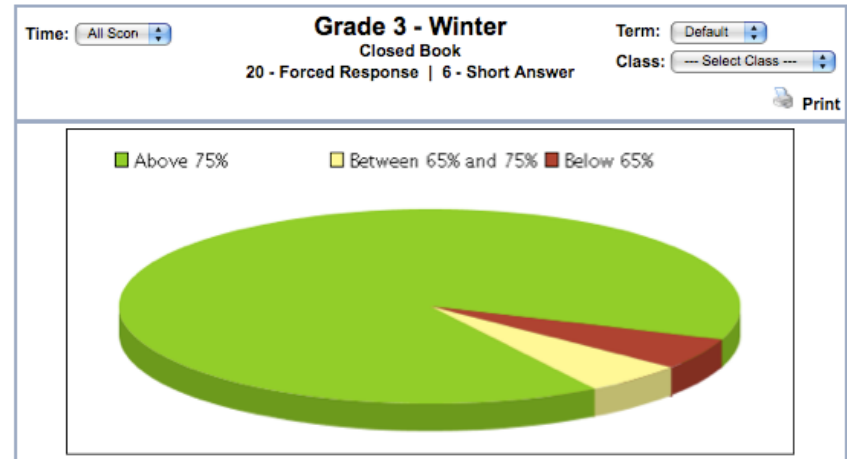
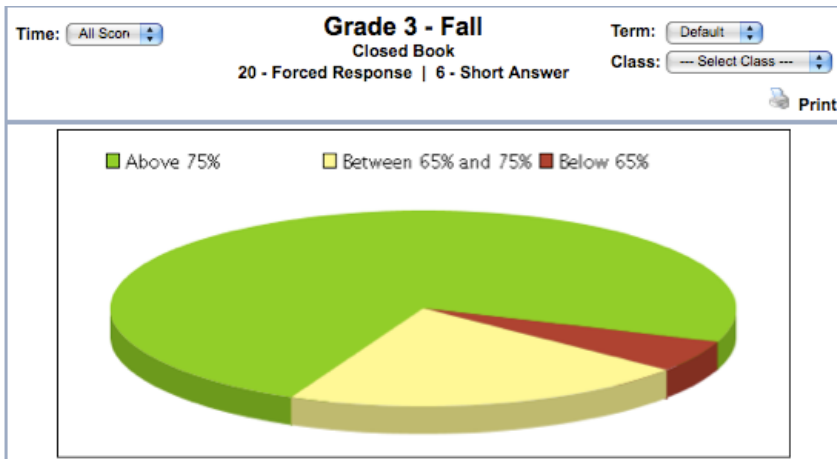
Delta Math – 1st



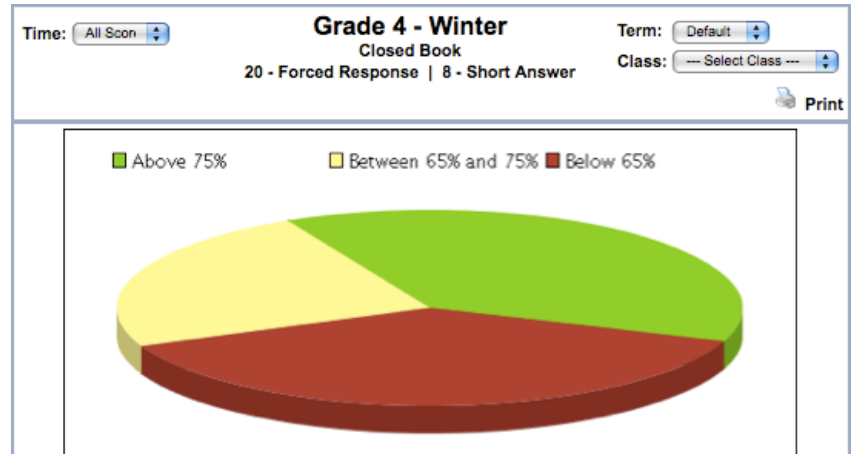
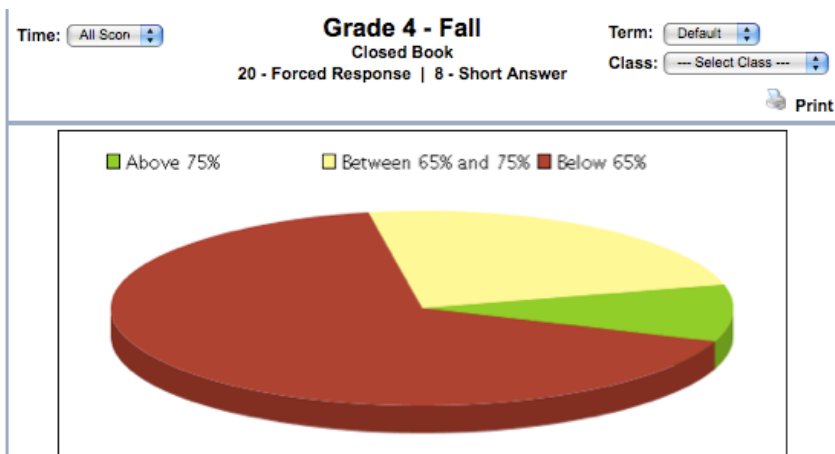
Delta Math – 2nd



Delta Math - 3rd



Delta Math – 4th

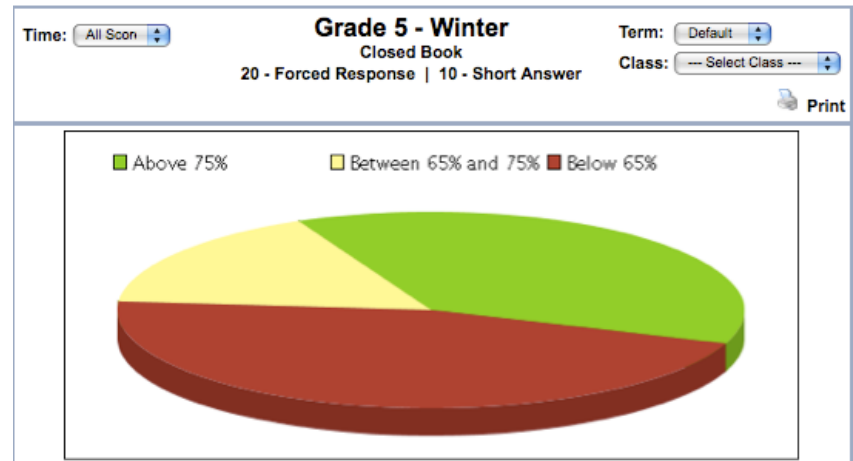
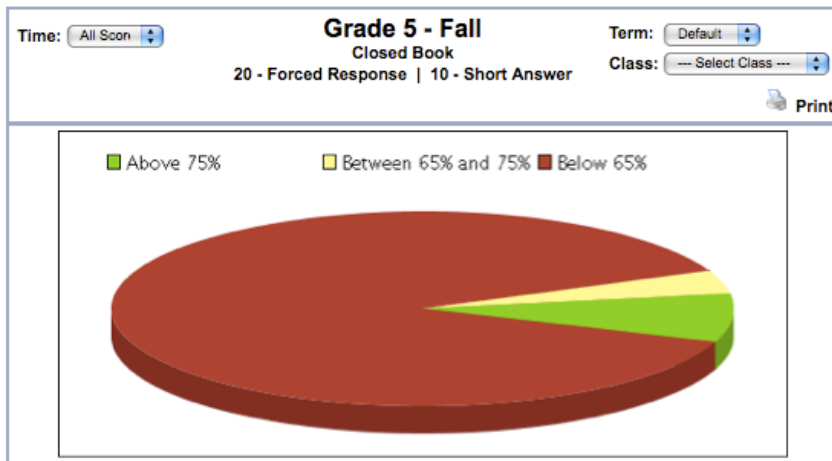


What part of the fraction strip below appears to be shaded?



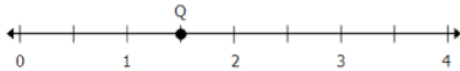
A.	$\frac{3}{4}$	23.1%
B.	$\frac{1}{4}$	3.8%
C.	$\frac{2}{8}$	26.9%
D.	$\frac{6}{2}$	30.8%
No Response		15.4%

Delta Math – 5th



5th grade examples

What fraction is shown by point Q?



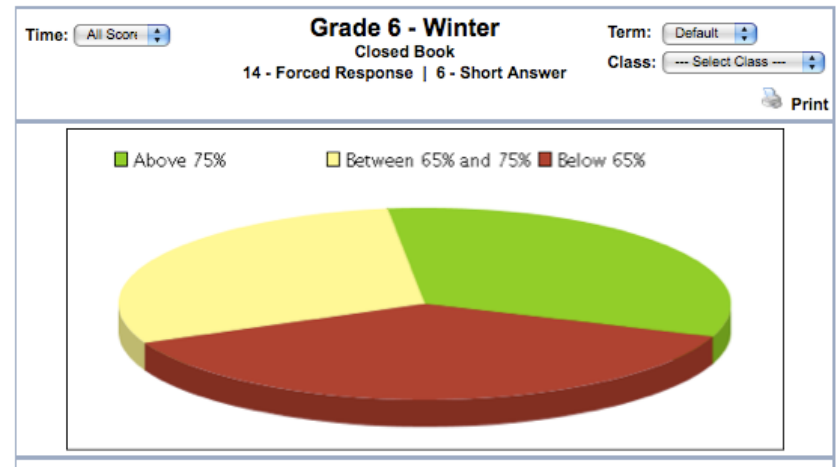
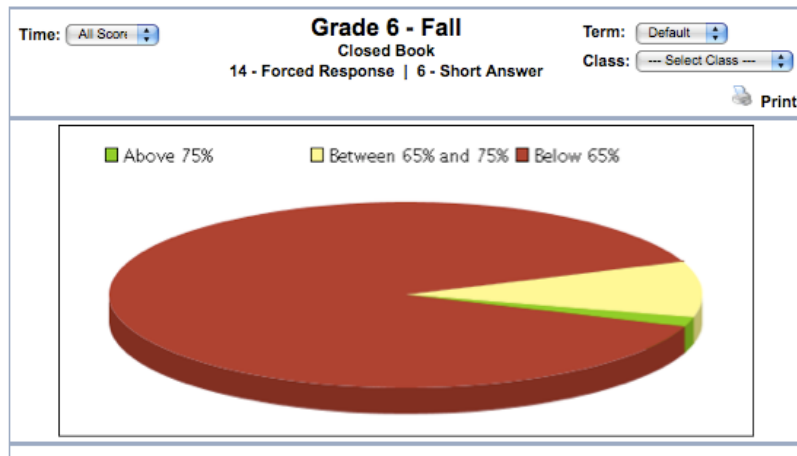
A.	$\frac{3}{2}$	10.3%
B.	$\frac{3}{8}$	6.9%
C.	$\frac{1}{2}$	75.9%
D.	$\frac{2}{1}$	6.9%

Multiply: $7 \times \frac{2}{3}$

W11Q30.png

A.	$\frac{14}{3}$	10.3%
B.	$\frac{2}{21}$	
C.	$\frac{14}{21}$	58.6%
D.	$\frac{21}{2}$	
E.	Answer Not Shown	27.6%
	No Response	3.4%

Delta Math – 6th



6th grade examples

Q14 M:05:N:FL:05:14:8

I. 

Subtract: $\frac{8}{9} - \frac{1}{4}$

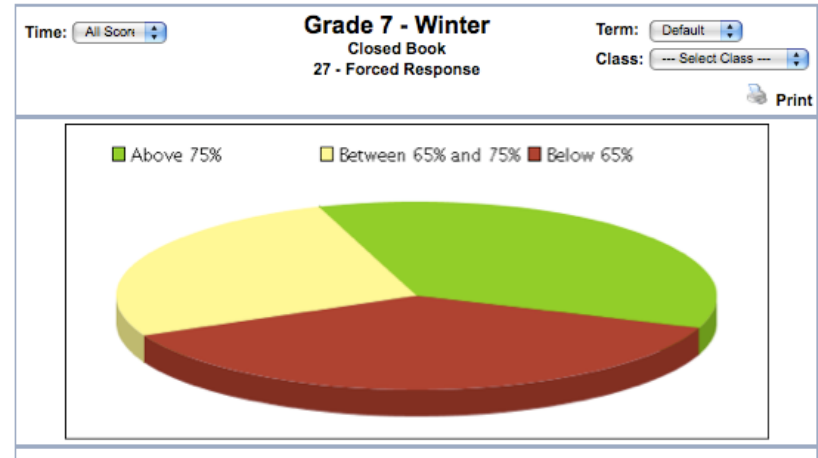
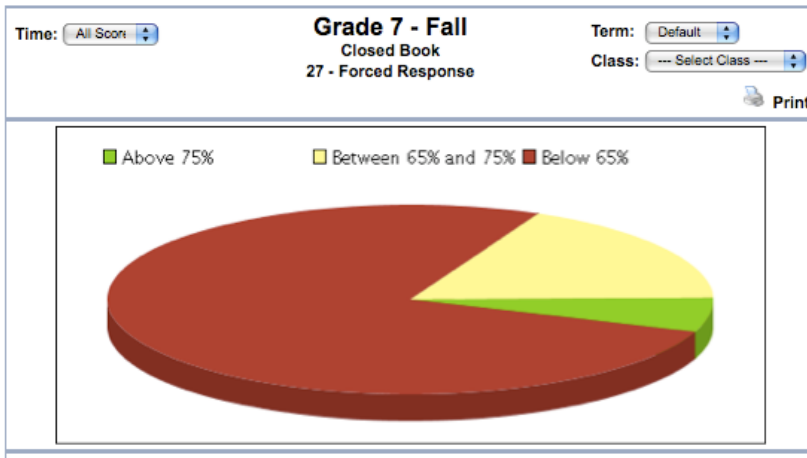
A.	$\frac{23}{36}$	26.1%
B.	$\frac{7}{5}$	17.3%
C.	$\frac{7}{36}$	1.8%
D.	$\frac{31}{36}$	1.3%
E.		25.7%

I. 

Subtract: $\frac{8}{9} - \frac{1}{4}$


A.	$\frac{23}{36}$	26.1%
B.	$\frac{7}{5}$	17.3%
C.	$\frac{7}{36}$	1.8%
D.	$\frac{31}{36}$	1.3%
E.	Answer Not Shown	25.7%
No Response		27.9%

Delta Math - 7th



Multiply: $1\frac{3}{4} \times 2\frac{2}{3}$

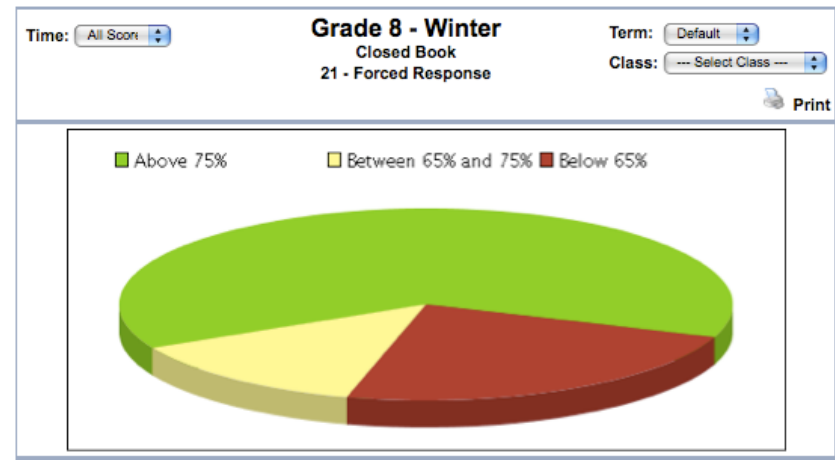
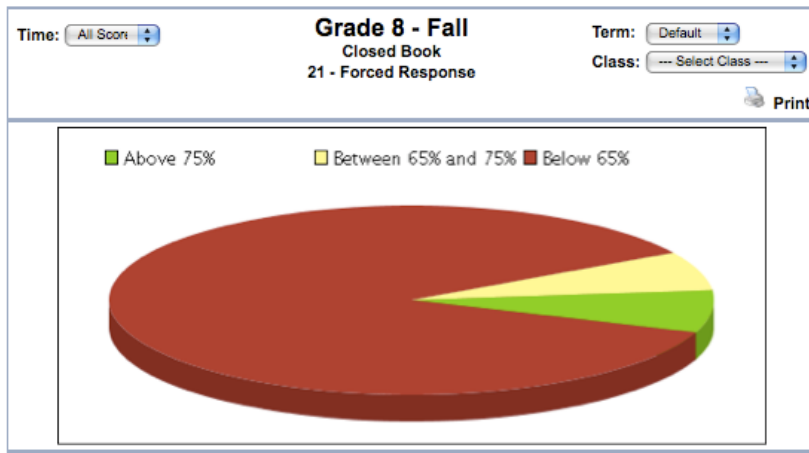
A.	$4\frac{2}{3}$	18.8%
B.	$\frac{1}{2}$	2.0%
C.	$3\frac{1}{2}$	9.1%
D.	$3\frac{5}{7}$	3.0%
E.	Answer Not Shown	65.5%
	No Response	1.5%

E.  W11Q20.png

Divide: $4\frac{2}{3} \div \frac{3}{4}$

A.	$6\frac{2}{9}$	17.8%
B.	$\frac{9}{12}$	2.5%
C.	$3\frac{1}{2}$	7.6%
D.	$4\frac{8}{9}$	9.1%
E.	Answer Not Shown	56.3%
	No Response	6.6%

Delta Math – 8th



8th grade example

r. —

Simplify the expression below.

$$(5c - 3d) - 2(c + d)$$

A.	$3c - 5d$	37.3%
B.	$3c - d$	35.3%
C.	$7c - d$	3.0%
D.	$7c - 5d$	10.0%
E.	Answer Not Shown	13.9%
No Response		0.5%

Simplify the expression below.

$$x(x + 4)$$

A.	$x^2 + 4x$	42.3%
B.	$4x^2$	6.0%
C.	$2x + 4$	16.4%
D.	$x^2 + 4$	7.5%
E.	Answer Not Shown	26.9%
No Response		1.0%