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e
ïnstruction

No Child
LEFT BEHIND

No Child Left Behind legislation demands that education systems focus on results and accountability in the classroom... and that is exactly what the Classroom Performance System (CPS) is designed to do.

CPS is revolutionizing typical assessment and instruction methods by providing teachers and students with real-time feedback on performance data. With this powerful tool in hand, the specific strengths and weaknesses of each student can be quickly identified and remediation decisions made instantly.

Did you know?...

- eInstruction is currently the industry leader in interactive educational technology with over 150,000 response pads in use in K-12, university, and corporate training settings worldwide.

- CPS captured the 2003 Innovation Award at the world's largest education technology show (BETT) in London.

- Educational research supports the vital role of *teacher effectiveness* and *real-time feedback* for educational achievement. CPS dramatically enhances both of these educational processes.

- Early pilot studies suggest that when used as a daily instructional tool CPS can increase student test performance as much as 7-9% in only six weeks!

<table>
<tr><td>
For more information on how to make your classroom interactive please contact:

Steve Huff
Educational Consultant
eInstruction Corporation
steveh@einstruction.com
720-261-2597
www.einstruction.com
</td></tr>
</table>

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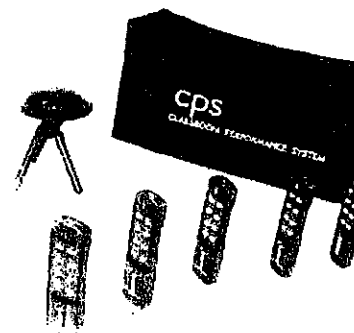
Part - 1   Part - 1   Part - 1   Part - 1

1. What is the procedure to change any decimal number to a percent?

   A. Add 100 to the decimal.
   B. Subtract 100 from the decimal.
   C. Multiply the decimal by 100 and affix a percent symbol.
   D. Divide the decimal by 100.
   E. Drop the decimal and put a percent symbol at the end of the number.

2. Which of the following has two end points?

   A. point
   B. line
   C. line segment
   D. ray
   E. angle

3. If you wanted to show the percentages of a tax dollar spent by the government on different services, which graph would you choose to best represent the data?

   A. bar graph
   B. pictograph
   C. histogram
   D. line graph
   E. circle graph

4. A roll of paper towels originally had R sheets. Which expression could be used for the number of remaining sheets after T sheets had been used?

   A. $R + T$ sheets
   B. $R - T$ sheets
   C. $R + T$ sheets
   D. RT sheets
   E. $R - T \times S$ sheets

5. A field is $53\frac{1}{3}$ yards wide. What is the width of the field in feet?

   A. 180 feet
   B. 160 feet
   C. 159 feet
   D. 153 feet
   E. 100 feet

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Instructor Summary

Session: Nevada Proficiency Examination

Class: Nevada Proficiency Examination - Form E

Lesson

Nevada Proficiency Examination

Pad ID	Student Name	Student ID	Correct/ Attempted	% Correct
12	Chacon, Ruben	657-65-7465	83 of 100	83% (100)
9	Dioni, Cindi	658-65-6437	84 of 100	84% (100)
4	Garcia, Julie	546-67-8657	78 of 100	78% (100)
16	Gilbert, Sam	565-76-0365	75 of 100	75% (100)
17	Grundmeier, Debi	644-55-3658	93 of 100	93% (100)
5	Hooper, Tracy	567-65-6546	66 of 100	66% (100)
6	Jansen, Missy	667-54-7535	76 of 100	76% (100)
3	Jones, Janelle	698-75-7545	62 of 100	62% (100)
7	Larsen, Karen	576-76-8767	72 of 100	72% (100)
11	Mancini, Mike	567-65-7656	62 of 100	62% (100)
8	Mitchell, Rick	765-76-8787	74 of 100	74% (100)
15	Ross, Kathi	456-76-8768	85 of 100	85% (100)
10	Walter, Janet	456-76-8768	56 of 100	56% (100)
2	West, Diana	656-76-7634	76 of 100	76% (100)

Legend:

Correct/Attempted - The number of answers correct of questions responded to

% Correct - The percent correct of total questions asked

The number in parenthesis after the percentage correct is the number of questions the student was presented.

3/10/03 12:33:08 PM

Standards Analysis - with Student Cross-Index

Nevada Proficiency Examination - Form E						
3/10/2003						
Standards	**Description**	**% Correct**				
1	1. Students develop number sense* and use numbers and number relationships in problem-solving situations* and communicate the reasoning used in solving these problems.	82				
2	2. Students use algebraic methods* to explore, model*, and describe patterns* and functions* involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.	75				
3	3. Students use data collection and analysis, statistics*, and probability* in problem-solving situations and communicate the reasoning used in solving these problems.	56				
4	4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.	84				

First Name	Last Name	1	2	3	4	Average
Ruben	Chacon	88	92	57	93	83
Cindi	Dioni	93	80	66	96	84
Julie	Garcia	76	89	58	90	78
Sam	Gilbert	78	79	56	88	75
Debi	Grundmeier	92	95	86	100	93
Tracy	Hooper	83	56	45	80	66
Missy	Jansen	88	78	55	82	76
Janelle	Jones	66	70	45	67	62
Karen	Larsen	68	76	66	79	72
Mike	Mancini	79	54	30	84	62
Rick	Mitchell	86	88	56	67	74
Kathi	Ross	75	96	75	92	85
Janet	Walter	78	34	44	68	56
Diana	West	98	67	45	95	76

Study Guide

Chacon, Ruben

Pad ID:　　12
Student ID:　657-65-7465

You answered 83 of 100 questions correctly for a percentage of 83%.

1	What is the procedure to change any decimal number to a percent?	

	A	Add 100 to the decimal.
	B	Subtract 100 from the decimal.
☞	C	Multiply the decimal by 100 and affix a percent symbol.
	D	Divide the decimal by 100.
	E	Drop the decimal and put a percent symbol at the end of the number.

You answered C.

✘ 2	Which of the following has two end points?	

	A	point
	B	line
☞	C	line segment
	D	ray
	E	angle

You answered A.

3	If you wanted to show the percentages of a tax dollar spent by the government on different services, which graph would you choose to best represent the data?	

	A	bar graph
	B	pictograph
	C	histogram
	D	line graph
☞	E	circle graph

You answered E.

Study Guide continued...

4   A roll of paper towels originally had R sheets. Which expression could be used for the number of remaining sheets after T sheets had been used?

    A   R + T
☞   B   R - T
    C   R / T
    D   RT sheets
    E   R - T x S sheets

You answered B.

✗ 5   A field is 53 1/3 yards wide. What is the width of the field in feet?

    A   180 feet
☞   B   160 feet
    C   159 feet
    D   153 feet
    E   100 feet

You answered A.

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