Lesson 8.11a The Data-to-Action Planning Process - Step One: Analyze
Question 2: Additional Information

Answer C seems a little confusing, so let's take a closer look. First of all, let's recall what the graph displays. It shows us the percentage of Texas graduates who took the English exam and the percentage of Texas graduates who earned a three or better on the English exam. What it doesn't show us explicitly is the percentage of English exam takers who earned a three or better. To make this a little clearer, let's imagine that there are only 100 graduates. This means that about 19 of them took the English exam. Of the 100 graduates, nine of them scored a three or better on the English exam. So, we have 19 students who took the exam and nine who scored a three or better. What percentage of 19 is nine? With some simple division we can figure out that this is about 47 percent. Therefore, about 47 percent of graduates who took the English exam scored a three or better.

Question 3: Additional Information

It's easy to trick ourselves into thinking we have information that we actually don't have if we fail to read the data display carefully. For instance, we need to carefully read that this AP graph represents Texas *graduates* and it is not split into grade levels; therefore, we are unable to determine the percentage of seniors who took an AP exam, and we cannot determine whether students who are still enrolled in high school or who dropped out took an exam. Likewise, the graph represents *exams* taken; it does not tell us anything about the number of AP *courses* taken. It also doesn't tell us the discreet scores of graduates, only those who scored a three or better or a two and below. Therefore, the only fact that *is* represented by the graph is E — all the rest are not.