Name:	COUNTRY		
Type:	String		
Variable label:	TALIS Country		
Unique values:	8		
Missing values:	0		
Value	Label	Freq.	Percent
Chile		392	14.5%
Colombia		332	12.3%
England		334	12.4%
Germany		200	7.4%
Japan		354	13.1%
All other values		752	27.8%

Name:	IDVIDEO		
Type:	String		
Variable label:	Video ID		
Unique values:	1,351		
Missing values:	0		
Value	Label	Freq.	Percent
152-0001-01-TVA-		2	0.1%
07092018		2	0.170
152-0001-01-TVB-		2	0.1%
11102018		2	0.170
152-0002-02-TVA-		2	0.1%
06062018		2	0.170
152-0002-02-TVB-		2	0.1%
20062018		2	0.170
152-0005-01-TVA-		2	0.1%
27062018		2	0.1/0
All other values		2690	99.6%

Name: IDCNTRY
Type: Numeric
Variable label: Country ID

Unique values: 8
Missing values: 0
Min: 152.00
Mean: 400.83

Max: Std. Dev.: Skew:	826.00 246.42 0.54			
Value	Label		Freq.	Percent
152	Lubei		392	14.5%
156			340	12.6%
170		332		12.3%
276		200	200	7.4%
392			354	13.1%
All other values			672	24.9%
Percentiles:				
10%	25%	50%	75%	90%
152	156	392	392	826

Name:	IDSCHOOL			
Type:	Numeric			
Variable label:	School ID			
Unique values:	185			
Missing values:	0			
Min:	1.00			
Mean:	64.07			
Max:	312.00			
Std. Dev.:	63.51			
Skew:	1.99			
Value	Label		Freq.	Percent
1			28	1.0%
2			36	1.3%
3			20	0.7%
4			24	0.9%
5			32	1.2%
All other values			2522	93.3%
Percentiles:				
10%	25%	50%	75%	90%
9	24	47	47	157

Name: IDTEACH
Type: Numeric
Variable label: Teacher ID

Unique values:	90			
Missing values:	0			
Min:	1.00			
Mean:	7.51			
Max:	94.00			
Std. Dev.:	18.82			
Skew:	3.12			
Value	Label		Freq.	Percent
1			2002	74.1%
2			214	7.9%
3			60	2.2%
4			44	1.6%
5			16	0.6%
All other values			342	12.7%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	24

Name:	IDINSTR		
Type:	String		
Variable label:	Instrument ID (TVA or TVB)		
Unique values:	2		
Missing values:	0		
Value	Label	Freq.	Percent
TVA		1354	50.1%
TVB		1348	49.9%

Name:	IDRATER		
Type:	Numeric		
Variable label:	Rater ID		
Unique values:	31		
Missing values:	0		
Min:	1.00		
Mean:	14.98		
Max:	31.00		
Std. Dev.:	8.54		
Skew:	0.04		
Value	Label	Freq.	Percent
1		93	3.4%
2		42	1.6%

3			108	4.0%
4			117	4.3%
5			110	4.1%
All other values			2089	77.3%
Percentiles:				
10%	25%	50%	75%	90%
4	7	14	14	26

Name:	T_ID		
Type:	String		
Variable label:	Teacher ID, IDCNTRY-IDSCHOOL-ID	TEACH	
Unique values:	678		
Missing values:	0		
Value	Label	Freq.	Percent
00152-0001-0001		4	0.1%
00152-0002-0002		4	0.1%
00152-0005-0001		4	0.1%
00152-0007-0002		4	0.1%
00152-0010-0001		4	0.1%
All other values		2678	99.1%

Name:	SCH_ID		
Type:	String		
Variable label:	School ID, IDCNTRY-IDSCHOOL		
Unique values:	628		
Missing values:	0		
Value	Label	Freq.	Percent
00152-0001		4	0.1%
00152-0002		4	0.1%
00152-0005		4	0.1%
00152-0007		4	0.1%
00152-0010		4	0.1%
All other values		2678	99.1%

Name: DATE\_RATE\_D

Type: String

Variable label: Date of Rating (day)

Unique values:	32		
Missing values:	0		
Value	Label	Freq.	Percent
1		56	2.1%
10		76	2.8%
11		89	3.3%
12		78	2.9%
13		57	2.1%
All other values		2304	85.3%

Name:	DATE_RATE_M		
Type:	String		
Variable label:	Date of Rating (month)		
Unique values:	6		
Missing values:	0		
Value	Label	Freq.	Percent
1		1321	48.9%
11		6	0.2%
12		966	35.8%
2		281	10.4%
3		94	3.5%
All other values		0	0.0%

Name:	DATE_RATE_Y		
Type:	String		
Variable label:	Date of Rating (year)		
Unique values:	3		
Missing values:	0		
Value	Label	Freq.	Percent
2018		972	36.0%
2019		1696	62.8%
NA		34	1.3%

Name: CCM1RT\_S1
Type: Numeric

Variable label: Segment 1 - Domain 1a. Routines

Unique values: 4 Missing values: 0

Min:	1.00			
Mean:	3.75			
Max:	4.00			
Std. Dev.:	0.54			
Skew:	-2.24			
Value	Label		Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.		11	0.4%
2	A moderate proportion of routines are organized. Routines sometimes waste time.		111	4.1%
3	A large proportion of routines are organized. Routines rarely waste time.		421	15.6%
4	All routines are organized. Routines do not waste time.		2159	79.9%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM2MN_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 1b. Monitoring		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.33		
Max:	4.00		
Std. Dev.:	0.70		
Skew:	-0.65		
Value	Label	Freq.	Percent
	There is little or no		
	evidence that the		
1	teacher monitors what	13	0.5%
	is happening in the		
	entire classroom.		
2	The teacher	328	12.1%

3	occasionally monitors the entire classroom. The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies. The teacher frequently monitors the entire classroom and does so consistently.		1110 1251	41.1% 46.3%
Percentiles:	25%	50%	75%	90%
2	3	30%	3	_
	3	3	3	4

Name:	CCM3DS_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 1c. Disruptions		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.92		
Max:	4.00		
Std. Dev.:	0.31		
Skew:	-4.39		
Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	4	0.1%
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.	17	0.6%

3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time. The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. ORThere are no		173 2508	6.4% 92.8%
Percentiles: 10%	disruptions. 25%	50%	75%	90%
4	4	4	4	4

Name:	CCM0OV_S1					
Type:	Numeric					
Variable label:	Segment 1 - Domain 1 Overall management dimension					
Unique values:	4					
Missing values:	0					
Min:	1.00					
Mean:	3.72					
Max:	4.00					
Std. Dev.:	0.48					
Skew:	-1.43					
Value	Label		Freq.	Percent		
1			1	0.0%		
2			41	1.5%		
3			668	24.7%		
4			1992	73.7%		
Percentiles:						
10%	25%	50%	75%	90%		
3	3	4	4	4		

Name:	CSE1RP_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2a. Respect		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	-0.69		
Value	Label	Freq.	Percent
	Teacher and students		
	rarely demonstrate		
	respect for one		
	another. There are a		
	few brief and/or minor		
1	negative interactions	c	0.2%
1	or one sustained	6	0.2%
	and/or substantial		
	negative interaction		
	between any student		
	and the teacher, or		
	between students.		
	Teacher and students		
	sometimes and/or		
	inconsistently		
	demonstrate respect		
	for one another. There		
2	are 1-2 brief and/or	93	3.4%
	minor negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
	frequently		
	demonstrate respect		
	for one another,		
	though there may be		
3	inconsistencies. There	1165	43.1%
	are no negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
4	frequently and	1438	53.2%
	consistently		

demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.

Percentiles:				
10%	25%	50%	75%	90%
_	_	_		_
3	3	4	4	4

Name:	CSE2EW_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2b. Encourag	gement and warmth	
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.39		
Max:	4.00		
Std. Dev.:	0.87		
Skew:	0.21		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	390	14.4%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	1183	43.8%
3	shared warmth. The teacher and/or students sometimes provide encouragement to	813	30.1%

students throughout their work. There are frequent moments of shared warmth.	11.7%
Percentiles: 10% 25% 50% 75%	90%

Name:	CSE3RT_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2c. Risk-taking		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.61		
Max:	4.00		
Std. Dev.:	0.95		
Skew:	-0.05		
Value	Label	Freq.	Percent
	Students do not seek		
4	guidance. AND/OR	246	12.00/
1	Students do not	346	12.8%
	voluntarily share their		
	private work publicly. Students rarely seek		
	•		
2	guidance. AND/OR	913	33.8%
2	Students rarely	913	33.6%
	voluntarily share their private work publicly.		
	Students sometimes		
3	seek guidance. AND/OR Students	879	32.5%
3	sometimes voluntarily	0/3	32.3%
	•		
	share their private		

work publicly.

Students frequently seek guidance.

AND/OR Students frequently voluntarily

share their private work publicly.

564 20.9%

work publicly

Percentiles:

4

10% 25% 50% 75% 90%

1 2 3 3 4

Name:	CSE0OV_S1					
Type:	Numeric					
Variable label:	Segment 1 - Domain 2 Overall social-emotional support dimension					
Unique values:	4					
Missing values:	0					
Min:	1.00					
Mean:	2.80					
Max:	4.00					
Std. Dev.:	0.67					
Skew:	0.09					
Value	Label		Freq.	Percent		
1			24	0.9%		
2			864	32.0%		
3			1440	53.3%		
4			374	13.8%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	3	3	4		

Name: CDC1ND\_S1

Type: Numeric

Variable label: Segment 1 - Domain 3a. Nature of discourse

Unique values: 4
Missing values: 0
Min: 1.00
Mean: 2.06

Max:	4.00			
Std. Dev.:	0.85			
Skew:	0.36			
Value	Label		Freq.	Percent
	Discourse is teacher-			
	directed. Students'			
1	discourse does not		775	28.7%
	include any detailed			
	contributions.			
	Discourse is frequently			
	teacher-directed.			
2	Students' discourse is		1126	41.7%
	rarely characterized by			
	detailed contributions.			
	Discourse is sometimes			
	teacher-directed.			
3	Students' discourse is		668	24.7%
3	sometimes		000	24.770
	characterized by			
	detailed contributions.			
	Discourse is rarely			
	teacher-directed.			
4	Students' discourse is		133	4.9%
4	frequently		133	4.9%
	characterized by			
	detailed contributions.			
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CDC2QT_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 3b. Questionin	g	
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.19		
Max:	4.00		
Std. Dev.:	0.79		
Skew:	0.12		
Value	Label	Freq.	Percent
1	Questions generally	519	19.2%

	request students recall, report an answer, provide yes/no answers, and/or define terms. Questions generally request students recall, report an answer, provide yes/no answers, and/or define		
2	terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas. Despite a few questions that request students recall, report, and /or define, most questions request that students summarize,	1244	46.0%
3	explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.  Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas,	835	30.9%
4	analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	104	3.8%

109	% 259	% 50	0% 75	90%	,
	1	2	2	2 3	,

Name:	CDC3EP_S1			
Type:	Numeric			
Variable label:	Segment 1 - Domain 3c. Ex	planations		
Unique values:	5			
Missing values:	1			
Min:	1.00			
Mean:	2.18			
Max:	4.00			
Std. Dev.:	0.77			
Skew:	0.19			
Value	Label		Freq.	Percent
	There are no		·	
	explanations of why			
1	ideas or procedures are		493	18.2%
	the way they are either			
	by teacher or students.			
	Explanations generally			
2	focus on brief and/or		4225	40.00/
2	superficial features of		1325	49.0%
	the mathematics.			
	Explanations focus on a			
	mixture of			
	brief/superficial and			
3	lengthy/deeper		775	28.7%
	features of the			
	mathematics.			
	Explanations focus on			
	lengthy/deeper			
4	features of the		108	4.0%
	mathematics.			
_			1	0.0%
			_	0.0,0
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC0OV_S1				
Туре:	Numeric				
Variable label:	Segment 1 - Domain	3 Overall discourse	dimension		
Unique values:	5				
Missing values:	1				
Min:	1.00				
Mean:	2.15				
Max:	4.00				
Std. Dev.:	0.67				
Skew:	0.07				
Value	Label		Freq.	Percent	
1			398	14.7%	
2			1540	57.0%	
3			730	27.0%	
4			33	1.2%	
			1	0.0%	
Percentiles:					
10%	25%	50%	75%	90%	
1	2	2	2	3	

Name:	CQS1EC_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 4a. Explicit co	onnections	
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	1.79		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	0.91		
Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1292	47.8%
2	There is one instructional connection between	843	31.2%

ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.
There are at least two instructional connections between

ideas, procedures, perspectives,

3

perspectives,

representations, or equations.AND Connection(s) are

generally explicit, clear,

and brief.

There are at least two

instructional

connections between ideas, procedures,

perspectives,

4 representations, or 169

398

14.7%

6.3%

equations.AND Connection(s) are explicit and clear, and at least one is

at least one is elaborated.

Percentiles:

10%
25%
50%
75%
90%

1
1
1
2
2
3

Name: CQS2PG\_S1
Type: Numeric

Variable label: Segment 1 - Domain 4b. Explicit patterns and generalizations

 Unique values:
 4

 Missing values:
 0

 Min:
 1.00

 Mean:
 1.45

 Max:
 4.00

 Std. Dev.:
 0.77

 Skew:
 1.60

'alue	Label	Freq.	Percent
	Neither the teacher nor		
	students look for		
	patterns in the		
	mathematical work.	1900	70.3%
	OR They do not		
	generalize from the		
	work.		
	Teacher looks for		
	patterns in the		
	mathematical work.		
	Identified patterns		
	focus on surface		
	features of the		
	mathematics. OR		
	Explicit		
	generalization(s) are	450	17.00/
	developed from the	459	17.0%
	mathematics under		
	consideration and		
	focus on nomenclature		
	or algorithmic		
	processes. They are		
	muddled, correct or		
	incorrect, and		
	superficial.		
	Students look for		
	patterns in the		
	mathematical work.		
	Identified patterns		
	focus on surface		
	features of the		
	mathematical ideas. OR		
	Explicit generalizations		
	are developed from the		
	mathematics under		
	consideration and		
	focus on nomenclature	285	10.5%
	or algorithmic		
	processes. They are		
	clear, correct, and		
	elaborated. If they		
	generalize to		
	foundational concepts,		
	ideas, and/or		
	definitions, the		
	WCHINGOLS, LUC		
	generalizations are		

Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR		
Explicit generalizations	58	2.1%
are developed from the		
mathematics under		
consideration and		
focus on foundational		
concepts, ideas, and/or		
definitions. They are		
clear and correct.		

50%

1

75%

1

90%

3

4

Percentiles:

10%

1

25%

of the lesson. There is

1

Name:	CQS3CT_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 4c. Clarity		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.64		
Skew:	-1.02		
Value	Label	Freq.	Percent
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson are	16	
1	generally murky. There		
1	are multiple instances	10	0.6%
	in which students		
	demonstrate they do		
	not understand the		
	same logical element(s)		

2	a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity. The mathematical	170	6.3%
3	concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	988	36.6%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students	1528	56.6%

appear to understand the logical elements of the lesson.

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CQS0OV_S1				
Type:	Numeric				
Variable label:	Segment 1 - Domain 4 Overall quality of subject matter dimension				
Unique values:	4				
Missing values:	0				
Min:	1.00				
Mean:	2.30				
Max:	4.00				
Std. Dev.:	0.56				
Skew:	0.43				
Value	Label		Freq.	Percent	
1			102	3.8%	
2			1717	63.5%	
3			842	31.2%	
4			41	1.5%	
Percentiles:					
10%	25%	50%	75%	90%	
2	23/0	2	2	30%	

Name:	CCE1DS_S1	
Type:	Numeric	
Variable label:	Segment 1 - Domain 5a. Engagement in cognitively demanding subject	t matter
Unique values:	4	
Missing values:	0	
Min:	1.00	
Mean:	1.68	
Max:	4.00	
Std. Dev.:	0.87	
Skew:	1.12	
Value	Label Freq.	Percent

1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such		1460	54.0%
2	work, but it is done only by 1-2 students. Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. Students sometimes		781	28.9%
3	engage in analyses, creation, or evaluation work that is cognitively rich and requires		329	12.2%
4	thoughtfulness. Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.		132	4.9%
Percentiles:	25%	F00/	750/	0001
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CCE2MA_S1
Type:	Numeric
Variable label:	Segment 1 - Domain 5b. Multiple approaches to and perspectives on
	reasoning
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.26
Max:	4.00
Std. Dev.:	0.71

Skew:	2.82			
Value	Label		Freq.	Percen
	Students generally use a			
	single procedure or			
	reasoning approach to			
1	solve the problem or		2303	85.2%
1	type of problem. OR		2303	65.2%
	There is no evidence of			
	how many approaches			
	students are using.			
	Students generally use a			
	single procedure or			
	reasoning approach to			
	solve the problem or			
2	type of problem. There		191	7.1%
_	is a brief use of a second		131	7.170
	procedure or reasoning			
	approach by at least			
	one student.			
	Students generally use a			
	single procedure or			
	reasoning approach to			
•	solve the problem or	400		2.00/
3	type of problem. At		102	3.8%
	least one student uses a			
	second procedure or			
	reasoning approach in			
	some depth.			
	Students generally use			
	two procedures or			
	reasoning approaches			
	to solve the problem or			
	type of problem. OR			
4	Students use more than		106	3.9%
	two procedures or			
	reasoning approaches			
	to solve the problem or			
	type of problem in some			
	depth.			
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Percentiles:			
	processes.		
4	frequently attend to the rationale for the procedures and	116	4.3%
	When students engage with procedures or processes they		
3	sometimes attend to the rationale for the procedures and processes.	442	16.4%
	processes. When students engage with procedures or processes they	440	16.40
2	processes they occasionally attend to the rationale for the procedures and	1055	39.0%
	processes. When students engage with procedures or		
	they attend to the rationale for the procedures and		
1	students engage with procedures or processes there is no evidence that	1089	40.3%
	in procedures or processes. OR When		
Value	Label Students do not engage	Freq.	Percen
Skew:	0.72		
Std. Dev.:	0.85		
Mean: Max:	1.85 4.00		
Min:	1.00		
Missing values:	0		
Unique values:	4		
	processes		
Variable label:		derstanding of subject matter p	procedures and
<b>Name:</b> Гуре:	CCE3US_S1 Numeric		

Name:	CCE0OV_S1				
Type:	Numeric Segment 1 - Domain 5 Overall cognitive engagement dimension				
Variable label:					
Unique values:	4				
Missing values:	0				
Min:	1.00				
Mean:	1.59				
Max:	4.00				
Std. Dev.:	0.68				
Skew:	0.80				
Value	Label		Freq.	Percent	
1			1380	51.1%	
2			1059	39.2%	
3			250	9.3%	
4			13	0.5%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	1	1	2	

CAR1ES_S1		
Numeric		
Segment 1 - Domain 6a. Eliciting student thinking		
4		
0		
1.00		
2.49		
4.00		
0.77		
0.23		
Label	Freq.	Percent
There is no student	192	7.1%
There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student	1270	47.0%
	Numeric Segment 1 - Domain 6a. Eliciting 4 0 1.00 2.49 4.00 0.77 0.23 Label There is no student thinking present. There is a small amount of student thinking present. Questions, prompts, and tasks result in	Numeric Segment 1 - Domain 6a. Eliciting student thinking 4 0 1.00 2.49 4.00 0.77 0.23 Label Freq. There is no student thinking present. There is a small amount of student thinking present. Questions, prompts, and tasks result in

contributions that only concern answers, procedures, or the steps necessary for solving a problem. There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in		
detailed student	966	35.8%
contributions		
concerning answers,		
procedures, and the		
steps necessary for		
solving a problem.		
There is a lot of student		
thinking present.		
Questions, prompts,		
and tasks result in a		
mixture of student		
contributions		
concerning answers,	274	10.1%
procedures, the steps	<u> </u>	
necessary for solving a		
problem, ideas, and		

3

4

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	4

concepts.

detailed or perfunctory.

Contributions may be

Name:	CAR2TF_S1
Type:	Numeric
Variable label:	Segment 1 - Domain 6b. Teacher feedback
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.72
Max:	4.00

Std. Dev.:	0.80			
Skew:	0.81			
Value	Label		Freq.	Percent
	There is one or no			
	feedback loops.			
	Teacher and student			
1	exchanges address the		1278	47.3%
	mathematics in a			
	generally limited			
	manner.			
	There are a couple			
	feedback loops.			
	Teacher and student			
2	exchanges address the		965	35.7%
	mathematics in a			
	generally limited			
	manner.			
	There are some			
	feedback loops.			
	Teacher and student			
3	exchanges address the		398	14.7%
	mathematics in a			
	mixture of manners			
	both limited and			
	complete.			
	There are frequent			
	feedback loops.			
4	Teacher and student		61	2.3%
	exchanges address the			
	mathematics in a			
	complete manner.			
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR3AI_S1
Type:	Numeric
Variable label:	Segment 1 - Domain 6c. Aligning instruction to present student understanding
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	2.69

Max:	4.00			
Std. Dev.:	0.89			
Skew:	-0.22			
Value	Label		Freq.	Percent
	The teacher does not			
	use students'			
	contributions. If			
	students make errors or			
1	struggle		272	10.1%
1	mathematically, the		212	10.170
	teacher does not			
	provide cues or hints to			
	support student			
	understanding.			
	The teacher rarely uses			
	students' contributions.			
	If students make errors			
2	or struggle		798	29.5%
2	mathematically, the		750	25.570
	teacher rarely provides			
	cues or hints to support			
	student understanding.			
	The teacher sometimes			
	uses students'			
	contributions. If			
	students make errors or			
3	struggle		1129	41.8%
	mathematically, the			
	teacher sometimes			
	provides cues or hints			
	to support student			
	understanding.			
	The teacher frequently			
	uses students'			
	contributions. If			
	students make errors or			
4	struggle		503	18.6%
	mathematically, the			
	teacher frequently			
	provides cues or hints to support student			
	understanding.			
Percentiles: 10%	25%	50%	75%	90%
10/0	<b>2</b> J/0	30/0	13/0	3070
1	2	3	3	4

Name:	CAR0OV_S1					
Type:	Numeric					
Variable label:	Segment 1 - Domain 6 Overall assessment of student understanding					
	dimension					
Unique values:	4					
Missing values: 0						
Min:	1.00					
Mean:	2.33					
Max:	4.00					
Std. Dev.:	0.70					
Skew:	0.03					
Value	Label		Freq.	Percent		
1			271	10.0%		
2			1365	50.5%		
3			980	36.3%		
4			86	3.2%		
Percentiles:						
10%	25%	50%	75%	90%		
1	2	2	2	3		

Name:	CTIME_S1		
Type:	String		
Variable label:	Segment 1 - 1i. Time of les	sson in MM:SS (only code after las	st segment)
Unique values:	5		
Missing values:	2,611		
Value	Label	Freq.	Percent
		2611	96.6%
0:16:00		85	3.1%
0:22:39		2	0.1%
0:23:24		2	0.1%
0:23:46		2	0.1%

Name: CCM1RT\_S2
Type: Numeric

Variable label: Segment 2 - Domain 1a. Routines

Unique values: 5

Missing values: Min:	6 1.00			
Mean:	3.80			
Max:	4.00			
Std. Dev.:	0.49			
Skew:	-2.60			
Value	Label		Freq.	Percent
	A small proportion of			
1	routines are organized.		11	0.4%
1	Routines frequently		11	0.4%
	waste time.			
	A moderate proportion			
2	of routines are	73		2.7%
2	organized. Routines		73	2.770
	sometimes waste time.			
	A large proportion of			
3	routines are organized.		373	13.8%
	Routines rarely waste		0.0	
	time.			
_	All routines are			22.20
4	organized. Routines do		2239	82.9%
	not waste time.		6	0.204
•			6	0.2%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM2MN_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 1b. Monitoring		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	3.35		
Max:	4.00		
Std. Dev.:	0.69		
Skew:	-0.67		
Value	Label	Freq.	Percent
	There is little or no		
1	evidence that the teacher monitors what is happening in the	12	0.4%

2	3	3	3	4
10%	25%	50%	75%	90%
Percentiles:				
All other values			0	0.0%
	classroom and does so consistently.			
4	The teacher frequently monitors the entire		1269	47.0%
3.5			1	0.0%
	monitoring may have inconsistencies.			
3	classroom and		1116	41.3%
	monitors the entire			
	the entire classroom. The teacher sometimes			
2	occasionally monitors		298	11.0%
	The teacher			
	entire classroom.			

Name:	CCM3DS_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 1c. Disruptions		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	3.92		
Max:	4.00		
Std. Dev.:	0.33		
Skew:	-4.57		
Value	Label	Freq.	Percent
	The teacher does not handle disruptions		
1	effectively or efficiently, causing the	5	0.2%
	class to lose significant instructional time.		
	The teacher may occasionally handle disruptions effectively,	30	
2	but in general, the teacher does not effectively or efficiently		

	handle disruptions, causing the class to lose some instructional time. The teacher generally handles disruptions			
3	effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.		150	5.6%
3.5	The teacher handles disruptions quickly and effectively so that		1	0.0%
4	instructional time may be interrupted but not lost. OR There are no disruptions.		2510	92.9%
All other values	distruptions.		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	CCM0OV_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 1 Over	all management dimension	
Unique values:	5		
Missing values:	6		
Min:	1.00		
Mean:	3.74		
Max:	4.00		
Std. Dev.:	0.47		
Skew:	-1.62		
Value	Label	Freq.	Percent
1		2	0.1%
2		40	1.5%
3		607	22.5%
4		2047	75.8%
		6	0.2%

Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CSE1RP_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 2a. Respect		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	3.46		
Max:	4.00		
Std. Dev.:	0.59		
Skew:	-0.72		
Value	Label	Freq.	Percent
	Teacher and students		
	rarely demonstrate		
	respect for one		
	another. There are a		
	few brief and/or minor		
1	negative interactions	12	0.5%
1	or one sustained	13	0.5%
	and/or substantial		
	negative interaction		
	between any student		
	and the teacher, or		
	between students.		
	Teacher and students		
	sometimes and/or		
	inconsistently		
	demonstrate respect		
	for one another. There		
2	are 1-2 brief and/or	95	3.5%
	minor negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
	frequently		
	demonstrate respect		
3	for one another,	1221	45.2%
	though there may be		
	inconsistencies. There		
	are no negative		

3.5	interactions between any student and the teacher, or between students.		2	0.1%
4	Teacher and students frequently and consistently demonstrate respect for one another. There are no negative		1365	50.5%
All other values	interactions between any student and the teacher, or between students.		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE2EW_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 2b. Encoura	gement and warmth	
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	2.49		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.16		
Value	Label	Freq.	Percent
	The teacher and/or		
	students do not		
	provide		
1	encouragement to	308	11.4%
-	students throughout	300	11.170
	their work. There is no		
	evidence of shared		
	warmth.		
1.5		1	0.0%
2	The teacher and/or	1144	42.3%
_	students occasionally	±±¬¬	42.570

	provide encouragement to students throughout their work. There are occasional moments of shared warmth.			
2.5			3	0.1%
3	The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.		849	31.4%
All other values	Sharea warmen.		6	0.2%
Percentiles: 10%	25%	50%	75%	90%
1	2	2	2	4

Name:	CSE3RT_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 2c. Risk-taking		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	2.72		
Max:	4.00		
Std. Dev.:	0.95		
Skew:	-0.19		
Value	Label	Freq.	Percent
	Students do not seek		
	guidance. AND/OR		
1	Students do not	292	10.8%
	voluntarily share their		
	private work publicly.		
1.5		1	0.0%
	Students rarely seek		
	guidance. AND/OR		
2	Students rarely	807	29.9%
	voluntarily share their		
	private work publicly.		

3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly. Students frequently		945	35.0%
4	seek guidance. AND/OR Students frequently voluntarily share their private work publicly.		651	24.1%
All other values	• •		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
1	2	3	3	4

Name:	CSE0OV_S2					
Type:	Numeric					
Variable label:	Segment 2 - Domain 2	2 Overall social-emot	cional support dimer	sion		
Unique values:	6					
Missing values:	6					
Min:	1.00					
Mean:	2.87					
Max:	4.00					
Std. Dev.:	0.67					
Skew:	0.03					
Value	Label		Freq.	Percent		
1			16	0.6%		
2			747	27.6%		
2.5			1	0.0%		
3			1494	55.3%		
4			438	16.2%		
All other values			0	0.0%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	3	3	4		

Name:	CDC1ND_S2					
Type:	Numeric					
Variable label:	Segment 2 - Domain 3a. N	ature of disco	urse			
Unique values:	7					
Missing values:	6					
Min:	1.00					
Mean:	2.30					
Max:	4.00					
Std. Dev.:	0.88					
Skew:	0.14					
Value	Label		Freq.	Percent		
	Discourse is teacher-					
	directed. Students'					
1	discourse does not		524	19.4%		
	include any detailed					
	contributions.					
1.5			1	0.0%		
	Discourse is frequently					
	teacher-directed.					
2	Students' discourse is		1067	39.5%		
	rarely characterized by					
	detailed contributions.					
2.5			2	0.1%		
	Discourse is sometimes					
	teacher-directed.					
2	Students' discourse is		0.74	22.20/		
3	sometimes		871	32.2%		
	characterized by					
	detailed contributions.					
All other values			6	0.2%		
Percentiles:						
10%	25%	50%	75%	90%		
1	2	2	2	3		

Name:	CDC2QT_S2
Type:	Numeric
Variable label:	Segment 2 - Domain 3b. Questioning
Unique values:	7
Missing values:	6
Min:	1.00
Mean:	2.28
Max:	4.00

Std. Dev.:	0.79			
Skew:	0.18		Fron	Dorgont
Value	Label Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.		Freq. 405	Percent 15.0%
1.5	terris.		1	0.0%
	Questions generally request students recall, report an answer, provide yes/no answers, and/or define			
2	terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.		1286	47.6%
2.5	•		4	0.1%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.		843	31.2%
All other values	conjecture.		6	0.2%
Percentiles:	250/	F00/	750/	000/
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC3EP	_
Name:	CDCSEP	32

Type:	Numeric
Variable label:	Segment 2 - Domain 3c. Explanations

 Unique values:
 6

 Missing values:
 6

 Min:
 1.00

 Mean:
 2.23

 Max:
 4.00

 Std. Dev.:
 0.78

 Skew:
 0.16

Skew:	0.16			
Value	Label		Freq.	Percent
	There are no			
_	explanations of why		4.00	4= 40/
1	ideas or procedures are		462	17.1%
	the way they are either by teacher or students.			
	Explanations generally			
	focus on brief and/or			
2	superficial features of		1281	47.4%
	the mathematics.			
2.5			3	0.1%
	Explanations focus on a			
	mixture of			
3	brief/superficial and		826	30.6%
	lengthy/deeper features of the			
	mathematics.			
	Explanations focus on			
	lengthy/deeper		40.4	
4	features of the		124	4.6%
	mathematics.			
All other values			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC0OV_S2
Type:	Numeric

Variable label: Segment 2 - Domain 3 Overall discourse dimension

Unique values: 6
Missing values: 6
Min: 1.00
Mean: 2.27

Max:	4.00			
Std. Dev.:	0.65			
Skew:	0.06			
Value	Label		Freq.	Percent
1			262	9.7%
2			1497	55.4%
2.5			3	0.1%
3		884		32.7%
4			50	1.9%
All other values			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CQS1EC_S2			
Туре:	Numeric			
Variable label:	Segment 2 - Domain 4a. Explicit c	Segment 2 - Domain 4a. Explicit connections		
Unique values:	7			
Missing values:	6			
Min:	1.00			
Mean:	1.68			
Max:	4.00			
Std. Dev.:	0.90			
Skew:	1.18			
Value	Label	Freq.	Percent	
	There are no			
	instructional			
	connections between			
	ideas, procedures,			
1	perspectives,	1475	54.6%	
	representations, or			
	equations. OR			
	Connection(s) that are			
	present are implicit.			
1.5		4	0.1%	
	There is one			
	instructional			
	connection between			
2	ideas, procedures,	757	28.0%	
2	perspectives,	757	20.070	
	representations, or			
	equations.AND			
	Connection(s) are			

2.5	generally explicit, but vague.		2	0.1%
3	There are at least two instructional connections between ideas, procedures, perspectives, representations, or		292	10.8%
	equations. AND Connection(s) are generally explicit, clear, and brief.			
All other values			6	0.2%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS2PG_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 4b. Explicit patterns and generalizations		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	1.48		
Max:	4.00		
Std. Dev.:	0.79		
Skew:	1.51		
Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	1832	67.8%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the	496	18.4%

mathematics. OR
Explicit
generalization(s) are
developed from the
mathematics under
consideration and
focus on nomenclature
or algorithmic
processes. They are
muddled, correct or
incorrect, and
superficial.

2.5 2 0.1%

Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and

focus on nomenclature 297 11.0%

69

2.6%

or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts,

3

4

ideas, and/or

definitions, the generalizations are somewhat muddled. Teacher or students

look for patterns in the mathematical work.
Identified patterns

focus on one or more deeper features of the mathematics.OR

Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or

## definitions. They are clear and correct.

All other values	olear and correc		0	0.0%
Percentiles: 10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS3CT_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 4c. Clarity		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	3.37		
Max:	4.00		
Std. Dev.:	0.68		
Skew:	-0.80		
Value	Label	Freq.	Percent
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson are		
	generally murky. There		
	are multiple instances		
1	in which students	25	0.9%
	demonstrate they do		
	not understand the		
	same logical element(s)		
	of the lesson. There is		
	a pattern to students'		
	behaviors around		
	clarity.		
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
2	in the lesson have	228	8.4%
	more murkiness than		
	clarity. There are at		
	least two instances in		
	which students		

2.5	demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		1	0.0%
	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate		4456	42.04
3	they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.		1156	42.8%
3.5	around clarity.		1	0.0%
All other values			6	0.2%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	CQS0OV_S2
Type:	Numeric
Variable label:	Segment 2 - Domain 4 Overall quality of subject matter dimension
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.24
Max:	4.00
Std. Dev.:	0.56
Skew:	0.52

Value	Label		Freq.	Percent
1			129	4.8%
2			1814	67.1%
2.5			5	0.2%
3			709	26.2%
4			39	1.4%
All other values			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 5a. Engagem	ent in cognitively demand	ing
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	1.80		
Max:	4.00		
Std. Dev.:	0.95		
Skew:	0.92		
Value	Label	Freq.	Percent
	Students do not engage		
	in analyses, creation, or		
	evaluation work that is		
	cognitively rich and		
1	requires	1329	49.2%
1	thoughtfulness. OR	1329	45.270
	There is a single brief		
	engagement with such		
	work, but it is done		
	only by 1-2 students.		
1.5		4	0.1%
	Students occasionally		
	engage in analyses,		
2	creation, or evaluation	758	28.1%
2	work that is cognitively	738	20.170
	rich and requires		
	thoughtfulness.		
2.5		1	0.0%
	Students sometimes		
3	engage in analyses,	405	15.0%
	creation, or evaluation		

work that is cognitively rich and requires thoughtfulness.

All other values	tnougntruiness.		6	0.2%
Percentiles: 10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CCE2MA_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 5b. Multiple a	pproaches to and perspect	ives on
Unique values	reasoning 7		
Unique values:	6		
Missing values: Min:	1.00		
Mean:	1.37		
Max:	4.00		
Std. Dev.:	0.83		
Skew:	2.27		
Value	Label	Freq.	Percent
value	Students generally use a single procedure or reasoning approach to	rreq.	reiteilt
1	solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	2161	80.0%
1.5	G	4	0.1%
	Students generally use a single procedure or reasoning approach to solve the problem or		
2	type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	242	9.0%
2.5		1	0.0%
	Students generally use a		
3	single procedure or reasoning approach to	124	4.6%

solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.

All other values	ome deptil.		6	0.2%
Percentiles: 10%	25%	50%	75%	90%
1	1	1	1	3

Type: Numeric Segment 2 - Domain 5c. Understanding of subject matter procedures and processes Unique values: 7 Missing values: 6 Min: 1.00 Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60 Value Label Freq. Percent Students do not engage in processes. OR When students engage with procedures or processes. OR When students engage with they attend to the rationale for the procedures and processes. Shey  1.5 When students engage with procedures and processes they occasionally attend to the rationale for the procedures or processes they 10 cocasionally attend to the rationale for the procedures and processes they 10 cocasionally attend to the procedures and processes they 10 cocasionally attend to the procedures and processes they 10 cocasionally attend to the procedures and processes. 1.50 the procedures or processes they 10 cocasionally attend to the procedures and processes. 1.50 the procedures or processes they 10 cocasionally attend to the procedures and processes. 1.50 the procedures or processes they 10 cocasionally attend to the procedures and processes. 1.50 the procedures and processes. 1.50 the procedures or processes they 10 cocasionally attend to the procedures and processes. 1.50 the procedures and processes the procedures and processes. 1.50 the procedures and processes the procedures and proces	Name:	CCE3US_S2		
Unique values: 7 Missing values: 6 Min: 1.00 Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60 Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with they attend to the rationale for the procedures or processes.  1.5 When students engage with procedures and processes they 2 occasionally attend to the rationale for the procedures or processes they occasionally attend to the procedures on processes they occasionally attend to the procedures and processes.	Type:	Numeric		
Unique values: 7 Missing values: 6 Min: 1.00 Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60  Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with procedures or retainable for the procedures and processes.  1.5  When students engage with procedures and processes they occasionally attend to the rationale for the procedures or processes they occasionally attend to the procedures and processes they occasionally attend to the procedures and processes they occasionally attend to the procedures and processes.	Variable label:	Segment 2 - Domain 5c. Understand	ling of subject matter proc	edures and
Missing values: 6 Min: 1.00 Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60 Value Label Freq. Percent Students do not engage in procedures or processes. OR When students engage with procedures or rote is no evidence that they attend to the rationale for the procedures and processes they with procedures or processes they cocasionally attend to the rationale for the procedures or processes they cocasionally attend to the procedures and processes they cocasionally attend to the rationale for the procedures or processes they cocasionally attend to the procedures and processes.		processes		
Min: 1.00 Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60 Value Label Freq. Percent Students do not engage in procedures or processes. OR When students engage with  1 procedures or processes they the rationale for the procedures or processes they  2 occasionally attend to the rationale for the procedures and processes they  2 occasionally attend to the rationale for the procedures and processes.	Unique values:	7		
Mean: 1.96 Max: 4.00 Std. Dev.: 0.88 Skew: 0.60 Value Label Freq. Percent Students do not engage in procedures or processes. OR When students engage with procedures or procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5 Veneral Mean Students engage with procedures and processes they  2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.	Missing values:	6		
Max: 4.00 Std. Dev.: 0.88 Skew: 0.60  Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with  1 procedures or processes they attend to the rationale for the procedures or processes they 2 occasionally attend to the rationale for the procedures or processes they 2 occasionally attend to the rationale for the procedures and processes they 2 occasionally attend to the rationale for the procedures and processes.	Min:	1.00		
Std. Dev.: 0.88  Skew: 0.60  Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with procedures or processes they 2  1 When students engage with procedures on processes.  1.5 2 0.1%  When students engage with procedures and processes they 2  2 occasionally attend to the rationale for the procedures and processes.	Mean:	1.96		
Skew: 0.60  Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with  1 procedures or processes they attend to the rationale for the procedures or processes they  2 occasionally attend to the procedures and processes they  2 occasionally attend to the procedures and processes.	Max:	4.00		
Value Label Freq. Percent  Students do not engage in procedures or processes. OR When students engage with  1 procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5	Std. Dev.:	0.88		
Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5  When students engage with procedures or processes they  2  occasionally attend to the rationale for the procedures and processes.	Skew:	0.60		
in procedures or processes. OR When students engage with procedures or processes they 2  In procedures or processes they attend to the procedures and processes they attend to the procedures and processes.  In procedures or processes and processes and processes they attend to the procedures or processes they are procedures and processes.	Value	Label	Freq.	Percent
processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5  When students engage with procedures or processes they  2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.		Students do not engage		
students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5  When students engage with procedures or processes they  2  occasionally attend to the rationale for the procedures and processes.		in procedures or		
procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.  1.5  When students engage with procedures or processes they  occasionally attend to the rationale for the procedures and processes.		processes. OR When		
there is no evidence that they attend to the rationale for the procedures and processes.  1.5  When students engage with procedures or processes they  2  occasionally attend to the rationale for the procedures and processes.				
there is no evidence that they attend to the rationale for the procedures and processes.  1.5  2 0.1%  When students engage with procedures or processes they  2 occasionally attend to the rationale for the procedures and processes.	1		0/13	3/1 0%
rationale for the procedures and processes.  1.5	1	there is no evidence that	545	34.570
procedures and processes.  1.5 2 0.1%  When students engage with procedures or processes they  2 occasionally attend to the rationale for the procedures and processes.		•		
processes.  1.5  When students engage with procedures or processes they  2  occasionally attend to the rationale for the procedures and processes.		rationale for the		
1.5 When students engage with procedures or processes they 2 occasionally attend to the rationale for the procedures and processes.		procedures and		
When students engage with procedures or processes they  2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.		processes.		
with procedures or processes they  2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.	1.5		2	0.1%
processes they 2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.				
2 occasionally attend to 1078 39.9% the rationale for the procedures and processes.		•		
the rationale for the procedures and processes.		•		
procedures and processes.	2		1078	39.9%
processes.				
·		procedures and		
2.5 1 0.0%		processes.		
	2.5		1	0.0%

3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and		511	18.9%
All other values	processes.		6	0.2%
Percentiles:				
10%	25%	50%	75%	90%
4	4	2	2	2

Name:	CCE0OV_S2			_	
Type:	Numeric Segment 2 - Domain 5 Overall cognitive engagement dimension				
Variable label:					
Unique values:	7				
Missing values:	6				
Min:	1.00				
Mean:	1.72				
Max:	4.00				
Std. Dev.:	0.74				
Skew:	0.78				
Value	Label		Freq.	Percent	
1			1182	43.7%	
1.5			3	0.1%	
2			1141	42.2%	
2.5			1	0.0%	
3			319	11.8%	
All other values			6	0.2%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	2	2	3	

Name: CAR1ES\_S2
Type: Numeric

Variable label: Segment 2 - Domain 6a. Eliciting student thinking

Unique values: 6

Missing values:	6		
Min:	1.00		
Mean:	2.65		
Max:	4.00		
Std. Dev.:	0.76		
Skew:	0.08		
Value	Label	Freq.	Percent
1	There is no student	118	4.4%
1	thinking present.	110	4.470
	There is a small		
	amount of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in		
2	perfunctory student	1057	39.1%
	contributions that only		
	concern answers,		
	procedures, or the		
	steps necessary for		
	solving a problem.		
2.5		4	0.1%
	There is a moderate		
	amount of student		
	thinking elicited.		
	Questions, prompts,		
	and tasks result in		
3	detailed student	1156	42.8%
	contributions		
	concerning answers,		
	procedures, and the		
	steps necessary for		
	solving a problem.		
	There is a lot of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in a		
	mixture of student		
	contributions		
_	concerning answers,		
4	procedures, the steps	361	13.4%
	necessary for solving a		
	problem, ideas, and		
	concepts.		
	Contributions may be		
	detailed or		
	perfunctory.		
All other values	1 1	0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CAR2TF_S2		
Туре:	Numeric		
Variable label:	Segment 2 - Domain 6b. Te	eacher feedback	
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	1.92		
Max:	4.00		
Std. Dev.:	0.86		
Skew:	0.54		
Value	Label	Freq.	Percent
	There is one or no		
	feedback loops.		
	Teacher and student		
1	exchanges address the	997	36.9%
	mathematics in a		
	generally limited		
	manner.		
1.5		4	0.1%
	There are a couple		
	feedback loops.		
	Teacher and student		
2	exchanges address the	1014	37.5%
	mathematics in a		
	generally limited		
	manner.		
2.5		3	0.1%
	There are some		
	feedback loops.		
	Teacher and student		
3	exchanges address the	565	20.9%
-	mathematics in a	303	23.370
	mixture of manners		
	both limited and		
	complete.		
All other values		6	0.2%
Percentiles:			
10%	25%	50%	75% 90%

Name:	CAR3AI_S2				
Type:	Numeric				
Variable label:	Segment 2 - Domain 6c. Aligning instruction to present student understanding				
Unique values:	6	ing instruction to present studen	t anacistanamg		
Missing values:	6				
Min:	1.00				
Mean:	2.84				
Max:	4.00				
Std. Dev.:	0.86				
Skew:	-0.29	Гиол	Davasant		
Value	Label	Freq.	Percent		
	The teacher does not				
	use students'				
	contributions. If				
	students make errors or				
1	struggle	174	6.4%		
	mathematically, the				
	teacher does not				
	provide cues or hints to				
	support student				
	understanding.				
	The teacher rarely uses				
	students' contributions.				
	If students make errors				
2	or struggle	726	26.9%		
2	mathematically, the	720	20.5%		
	teacher rarely provides				
	cues or hints to support				
	student understanding.				
2.5	_	4	0.1%		
	The teacher sometimes				
	uses students'				
	contributions. If				
	students make errors or				
	struggle				
3	mathematically, the	1158	42.9%		
	teacher sometimes				
	provides cues or hints				
	to support student				
	understanding.				
	The teacher frequently				
4	uses students'	634	23.5%		
	uses students				

contributions. If

students make errors or

struggle

mathematically, the teacher frequently provides cues or hints to support student understanding.

All other values

0 0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CAROOV_S2				
Type:					
Variable label:	Segment 2 - Domain 6 Overall assessment of student understanding				
	dimension				
Unique values:	6				
Missing values:	6				
Min:	1.00				
Mean:	2.49				
Max:	4.00				
Std. Dev.:	0.68				
Skew:	-0.09				
Value	Label		Freq.	Percent	
1			156	5.8%	
2			1175	43.5%	
2.5			5	0.2%	
3			1235	45.7%	
4			125	4.6%	
All other values			0	0.0%	
Percentiles:					
10%	25%	50%	75%	90%	
2	2	3	3	3	

Name:	CTIME_S2
Type:	String

Variable label: Unique values: Missing values:	Segment 2 - 1i. Time of lesson in MM:SS (only code after last segment) 115 2,414		
Value	Label	Freq.	Percent
		2414	89.3%
0:24:25		2	0.1%
0:25:26		2	0.1%
0:26:33		2	0.1%
0:27:33		2	0.1%
All other values		278	10.3%

Name:	CCM1RT_S3						
Type:	Numeric						
Variable label:	Segment 3 - Domain 1a. Routines						
Unique values:	6						
Missing values:	236						
Min:	1.00						
Mean:	3.78						
Max:	4.00						
Std. Dev.:	0.52						
Skew:	-2.55						
Value	Label		Freq.	Percent			
	A small proportion of						
1	routines are organized.		15	0.6%			
	Routines frequently						
	waste time.						
	A moderate proportion						
2	of routines are		79	2.9%			
	organized. Routines						
	sometimes waste time.						
	A large proportion of						
3	routines are organized.		348	12.9%			
	Routines rarely waste						
	time.						
3.5			1	0.0%			
	All routines are						
4	organized. Routines do		2023	74.9%			
	not waste time.						
All other values			0	0.0%			
Percentiles:							
10%	25%	50%	75%	90%			
3	4	4	4	4			

Name:	CCM2MN_S3				
Type:	Numeric				
Variable label:	Segment 3 - Domain 1b. Monitoring				
Unique values:	6				
Missing values:	236				
Min:	1.00				
Mean:	3.39				
Max:	4.00				
Std. Dev.:	0.69				
Skew:	-0.78				
Value	Label		Freq.	Percent	
	There is little or no				
	evidence that the				
1	teacher monitors what		14	0.5%	
	is happening in the				
	entire classroom.				
	The teacher				
2	occasionally monitors		245	9.1%	
	the entire classroom.				
	The teacher sometimes				
	monitors the entire				
3	classroom and		982	36.3%	
	monitoring may have				
	inconsistencies.				
3.5			1	0.0%	
	The teacher frequently				
•	monitors the entire		4004	45.20/	
4	classroom and does so		1224	45.3%	
	consistently.				
All other values	•		0	0.0%	
Percentiles:					
10%	25%	50%	75%	90%	
2	3	3	3	4	

Name: CCM3DS\_S3
Type: Numeric

Variable label: Segment 3 - Domain 1c. Disruptions

Unique values: 5

10%	25%	50%	75%	90%
Percentiles:				
			236	8.7%
	disruptions.			
	be interrupted but not lost. OR There are no			
4	instructional time may		2295	84.9%
4	effectively so that		2205	04.00/
	disruptions quickly and			
	The teacher handles			
	instructional time.			
	a small amount of			
	cause the class to lose			
3	sometimes disruptions		146	5.4%
_	effectively, but			
	handles disruptions			
	The teacher generally			
	time.			
	lose some instructional			
	causing the class to			
	handle disruptions,			
_	effectively or efficiently		15	0.770
2	teacher does not		19	0.7%
	but in general, the			
	disruptions effectively,			
	occasionally handle			
	The teacher may			
	instructional time.			
	class to lose significant			
-	efficiently, causing the		Ū	0.270
1	effectively or		6	0.2%
	handle disruptions			
	The teacher does not			
Value	Label		Freq.	Percent
Skew:	-4.69			
Std. Dev.:	0.32			
Max:	4.00			
Mean:	3.92			
Min:	1.00			

Name:	CCM0OV_S3			
Type:	Numeric			
Variable label:	Segment 3 - Domain 3	l Overall managem	nent dimension	
Unique values:	5			
Missing values:	237			
Min:	1.00			
Mean:	3.74			
Max:	4.00			
Std. Dev.:	0.49			
Skew:	-1.80			
Value	Label		Freq.	Percent
1			4	0.1%
2			50	1.9%
3			526	19.5%
4			1885	69.8%
			237	8.8%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CSE1RP_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 2a. Respect		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	3.43		
Max:	4.00		
Std. Dev.:	0.61		
Skew:	-0.66		
Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	9	0.3%

2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.		126	4.7%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.  Teacher and students frequently and		1126	41.7%
	consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.		1205 236	44.6% 8.7%
Percentiles:	25%	50%	75%	90%
3	3	3	3	4

Name: CSE2EW\_S3
Type: Numeric

Variable label: Segment 3 - Domain 2b. Encouragement and warmth

Unique values: 6 Missing values: 236

Min:	1.00			
Mean:	2.52			
Max:	4.00			
Std. Dev.:	0.89			
Skew:	0.12			
Value	Label		Freq.	Percent
	The teacher and/or			
	students do not			
	provide			
1	encouragement to		279	10.3%
1	students throughout		2/9	10.5%
	their work. There is no			
	evidence of shared			
	warmth.			
1.5			1	0.0%
	The teacher and/or			
	students occasionally			
	provide			
2	encouragement to		4005	27.20/
2	students throughout		1005	37.2%
	their work. There are			
	occasional moments of			
	shared warmth.			
	The teacher and/or			
	students sometimes			
	provide			
_	encouragement to			
3	students throughout		794	29.4%
	their work. There are			
	some moments of			
	shared warmth.			
	The teacher and/or			
	students frequently			
	provide			
	encouragement to			
4	students throughout		387	14.3%
	their work. There are			
	frequent moments of			
	shared warmth.			
All other values	Shared Warmen.		0	0.0%
All other values			Ü	0.070
Percentiles:				
10%	25%	50%	75%	90%
10/0	23/0	30/0	, 3,0	3070
1	2	2	2	4

Name:	CSE3RT_S3			
Type:	_ Numeric			
Variable label:	Segment 3 - Domain 2c. Risk	k-taking		
Unique values:	5			
Missing values:	236			
Min:	1.00			
Mean:	2.74			
Max:	4.00			
Std. Dev.:	0.97			
Skew:	-0.22			
Value	Label		Freq.	Percent
	Students do not seek		· · · · · · · · · · · · · · · · · · ·	
	guidance. AND/OR			
1	Students do not		279	10.3%
	voluntarily share their			
	private work publicly.			
	Students rarely seek			
	guidance. AND/OR			
2	Students rarely		717	26.5%
	voluntarily share their			
	private work publicly.			
	Students sometimes			
	seek guidance.			
	AND/OR Students		000	22.22
3	sometimes voluntarily		836	30.9%
	share their private			
	work publicly.			
	Students frequently			
	seek guidance.			
_	AND/OR Students			
4	frequently voluntarily		634	23.5%
	share their private			
	work publicly.			
	, ,		236	8.7%
Percentiles:				
10%	25%	50%	75%	90%
1	2	3	3	4

Name:	CSE0OV_S3
Type:	Numeric

Variable label:	Segment 3 - Domain	2 Overall social-em	otional support dimer	nsion
Unique values:	5			
Missing values:	237			
Min:	1.00			
Mean:	2.87			
Max:	4.00			
Std. Dev.:	0.68			
Skew:	0.03			
Value	Label		Freq.	Percent
1			17	0.6%
2			693	25.6%
3			1347	49.9%
4			408	15.1%
•			237	8.8%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CDC1ND_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3a. Nat	cure of discourse	
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	2.38		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.09		
Value	Label	Freq.	Percent
	Discourse is teacher- directed. Students'		
1	discourse does not	417	15.4%
	include any detailed		
	contributions.		
1.5		1	0.0%
	Discourse is frequently teacher-directed.		
2	Students' discourse is	955	35.3%
2	rarely characterized by	933	33.370
	detailed contributions.		
	Discourse is sometimes		
3	teacher-directed.	841	31.1%
5	Students' discourse is	041	31.1/0
	Students discourse is		

4	sometimes characterized by detailed contributions. Discourse is rarely teacher-directed. Students' discourse is frequently characterized by		252	9.3%
All other values	detailed contributions.		0	0.0%
Percentiles:	25%	50%	75%	90%
1	2	2	2	4

Name:	CDC2QT_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3b. Questioning		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	2.32		
Max:	4.00		
Std. Dev.:	0.77		
Skew:	0.18		
Value	Label	Freq.	Percent
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms. Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	318 1197	11.8% 44.3%

3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture. Questions request a mixture of recall,		802	29.7%
4	reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.		149	5.5% 8.7%
•			236	8.7%
Percentiles: 10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC3EP_S3
Type:	Numeric
Variable label:	Segment 3 - Domain 3c. Explanations
Unique values:	5
Missing values:	236
Min:	1.00
Mean:	2.22
Max:	4.00

Std. Dev.:	0.79			
Skew:	0.14			
Value	Label		Freq.	Percent
	There are no			
	explanations of why			
1	ideas or procedures are		439	16.2%
	the way they are either			
	by teacher or students.			
	<b>Explanations</b> generally			
2	focus on brief and/or		4454	42.60/
2	superficial features of		1151	42.6%
	the mathematics.			
	Explanations focus on a			
	mixture of			
_	brief/superficial and			
3	lengthy/deeper		765	28.3%
	features of the			
	mathematics.			
	Explanations focus on			
	lengthy/deeper			
4	features of the		111	4.1%
	mathematics.			
_			236	8.7%
•				
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC0OV_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3 Overall discourse	dimension	
Unique values:	5		
Missing values:	237		
Min:	1.00		
Mean:	2.30		
Max:	4.00		
Std. Dev.:	0.65		
Skew:	0.11		
Value	Label	Freq.	Percent
1		206	7.6%
2		1363	50.4%
3		837	31.0%
4		59	2.2%

. 237 8.8%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CQS1EC_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 4a. Expl	icit connections	
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.66		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	1.22		
Value	Label	Freq.	Percent
	There are no		
	instructional		
	connections between		
	ideas, procedures,		
1	perspectives,	1414	52.3%
	representations, or		
	equations. OR		
	Connection(s) that are		
	present are implicit.		
	There is one		
	instructional		
	connection between		
	ideas, procedures,		
2	perspectives,	626	23.2%
	representations, or		
	equations.AND		
	Connection(s) are		
	generally explicit, but		
	vague. There are at least two		
	instructional		
	connections between		
	ideas, procedures,		
3	perspectives,	272	10.1%
	representations, or		
	equations. AND		
	Connection(s) are		
	2323(3) 412		

	generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.		154 236	5.7% 8.7%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS2PG_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 4b. Explicit p	atterns and generalization	S
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.49		
Max:	4.00		
Std. Dev.:	0.80		
Skew:	1.49		
Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	1669	61.8%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the	451	16.7%

mathematics. OR **Explicit** generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial. Students look for patterns in the mathematical work. **Identified patterns** focus on surface features of the mathematical ideas. OR **Explicit generalizations** are developed from the mathematics under consideration and

focus on nomenclature 280 10.4%

or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled. Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more

deeper features of the

Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are

mathematics.OR 66 2.4%

4

3

	236	8.7%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS3CT_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 4c. Clarity		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	3.36		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.69		
Value	Label	Freq.	Percent
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson are		
	generally murky. There		
	are multiple instances		
1	in which students	16	0.6%
	demonstrate they do		
	not understand the		
	same logical element(s)		
	of the lesson. There is		
	a pattern to students'		
	behaviors around		
	clarity.		
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson have		/
2	more murkiness than	215	8.0%
	clarity. There are at		
	least two instances in		
	which students		
	demonstrate they do		

of the lesson. There is a pattern to students' behaviors around clarity.  2.5  The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in the lesson are clear. There are no instances in which students' behaviors around clarity.  4  4  4  4  4  4  4  6  6  6  6  7  7  8  7  8  7  8  8  8  9  9  9  9  9  9  9  9  9  9	3	3	3	3	4
of the lesson. There is a pattern to students' behaviors around clarity.  2.5  The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.		25%	50%	75%	90%
of the lesson. There is a pattern to students' behaviors around clarity.  2.5  The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.	All other values			0	0.0%
of the lesson. There is a pattern to students' behaviors around clarity.  2.5  The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students  44  45  10.0  10		not understand a logical element of the lesson. Students appear to understand the logical elements of			
of the lesson. There is a pattern to students' behaviors around clarity.  2.5  1 0.0  The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate	4	a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students		1132	41.9%
of the lesson. There is a pattern to students' behaviors around clarity.  2.5	3	concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate		1102	40.8%
not understand the	2.5	same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		1	0.0%

Name:	CQS0OV_S3			
Type:	Numeric			
Variable label:	Segment 3 - Domain	4 Overall quality of	subject matter dimer	sion
Unique values:	6			
Missing values:	237			
Min:	1.00			
Mean:	2.24			
Max:	4.00			
Std. Dev.:	0.56			
Skew:	0.62			
Value	Label		Freq.	Percent
1			120	4.4%
1.5			1	0.0%
2			1685	62.4%
3			614	22.7%
4			45	1.7%
All other values			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 5a. Engagem	ent in cognitively demandi	ng subject matter
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.86		
Max:	4.00		
Std. Dev.:	0.97		
Skew:	0.83		
Value	Label	Freq.	Percent
	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and		
1	requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only	1152	42.6%

Percentiles: 10%	25% 1	50%	75% 2	90%
	thoughtfulness.		236	8.7
4	rich and requires thoughtfulness. Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires		206	7.6
3	rich and requires thoughtfulness. Students sometimes engage in analyses, creation, or evaluation work that is cognitively		393	14.5
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively		715	26.5

Name:	CCE2MA_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 5b. Multiple approach	es to and perspectives on	
	reasoning		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.38		
Max:	4.00		
Std. Dev.:	0.85		
Skew:	2.21		
Value	Label	Freq.	Percent
	Students generally use a		
	single procedure or		
1	reasoning approach to	1962	72.6%
1	solve the problem or	1302	72.070
	type of problem. OR		
	There is no evidence of		

how many approaches			
_			
type of problem. There		232	8.6%
is a brief use of a second			
procedure or reasoning			
approach by at least			
one student.			
Students generally use a			
single procedure or			
reasoning approach to			
		108	4.0%
•			
•			
•			
· · · · · · · · · · · · · · · · · · ·			
		164	6.1%
		104	0.1%
· · · · · · · · · · · · · · · · · · ·			
acptii.		236	8.7%
			<b>3.1.</b> / c
25%	50%	75%	90%
1	1	1	3
	students are using. Students generally use a single procedure or reasoning approach to solve the problem. There is a brief use of a second procedure or reasoning approach by at least one student. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth. Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	students are using. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth. Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	students are using. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth. Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem or type of problem in some depth.  236

Name:	CCE3US_S3
Type:	Numeric

Variable label: Segment 3 - Domain 5c. Understanding of subject matter procedures and

processes

Unique values: 5 Missing values: 236

Min:	1.00			
Mean: Max:	1.97 4.00			
Std. Dev.:	0.89			
Skew:	0.60			
Value	Label		Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.		862	31.9%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.		973	36.0%
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes. When students engage		471	17.4%
4	with procedures or processes they frequently attend to the rationale for the procedures and processes.		160	5.9%
	ρι υτε ε ε ε ε ε ε ε ε ε ε ε ε ε ε ε ε ε ε		236	8.7%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CCEOOV_S3					
Type:	Numeric					
Variable label:	Segment 3 - Domain 5 Overall cognitive engagement dimension					
Unique values:	6					
Missing values:	236					
Min:	1.00					
Mean:	1.75					
Max:	4.00					
Std. Dev.:	0.76					
Skew:	0.76					
Value	Label		Freq.	Percent		
1			1047	38.7%		
1.5			1	0.0%		
2			1049	38.8%		
3			314	11.6%		
4			55	2.0%		
All other values			0	0.0%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	2	2	3		

Name:	CAR1ES_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 6a. Eliciting s	student thinking	
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	2.72		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	0.09		
Value	Label	Freq.	Percent
1	There is no student	72	2.7%
<b>T</b>	thinking present.	72	2.770
	There is a small		
	amount of student		
	thinking present.		
	Questions, prompts,		
2	and tasks result in	922	34.1%
	perfunctory student		
	contributions that only		
	concern answers,		
	procedures, or the		

3	steps necessary for solving a problem. There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem. There is a lot of student thinking present.		1104	40.9%
4	Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts.  Contributions may be detailed or perfunctory.		368	13.6%
•			236	8.7%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

CAR2TF_S3
Numeric
Segment 3 - Domain 6b. Teacher feedback
6
236
1.00
1.94
4.00
0.88
0.51

Value	Label		Freq.	Percent
	There is one or no feedback loops.			
1	Teacher and student exchanges address the mathematics in a generally limited		906	33.5%
4.5	manner.			0.00/
1.5	There are a couple feedback loops. Teacher and student		1	0.0%
2	exchanges address the mathematics in a generally limited		900	33.3%
3	manner. There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners both limited and complete.		549	20.3%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.		110	4.1%
All other values	complete manner.		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR3AI_S3
Type:	Numeric
Variable label:	Segment 3 - Domain 6c. Aligning instruction to present student understanding
Unique values:	6
Missing values:	236
Min:	1.00
Mean:	2.87

Max: Std. Dev.:	4.00 0.84			
Skew: Value	-0.29 Label The teacher does not use students' contributions. If students make errors or		Freq.	Percent
1	struggle mathematically, the teacher does not provide cues or hints to support student understanding.		134	5.0%
1.5			1	0.0%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.		655	24.2%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding. The teacher frequently uses students'		1070	39.6%
4	contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student		606	22.4%
All other values	understanding.		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%

Name:	CAROOV_S3					
Type:	Numeric					
Variable label:	Segment 3 - Domain (	Segment 3 - Domain 6 Overall assessment of student understanding				
	dimension					
Unique values:	6					
Missing values:	238					
Min:	1.00					
Mean:	2.53					
Max:	4.00					
Std. Dev.:	0.68					
Skew:	0.01					
Value	Label		Freq.	Percent		
1			113	4.2%		
1.5			1	0.0%		
2			1076	39.8%		
3			1131	41.9%		
4			143	5.3%		
All other values			0	0.0%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	3	3	3		

Name:	CTIME_S3		
Type:	String		
Variable label:	Segment 3 - 1i. Time of les	sson in MM:SS (only code after las	st segment)
Unique values:	578		
Missing values:	1,050		
Value	Label	Freq.	Percent
		1050	38.9%
0:36:49		1	0.0%
0:37:30		1	0.0%
0:38:57		1	0.0%
0:39:02		1	0.0%
All other values		1646	60.9%

Name:	CCM1RT_S4			
Type:	Numeric			
Variable label:	Segment 4 - Domain 1a. Ro	outines		
Unique values:	7			
Missing values:	1,876			
Min:	1.00			
Mean:	3.63			
Max:	4.00			
Std. Dev.:	0.67			
Skew:	-1.88			
Value	Label		Freq.	Percent
	A small proportion of			
1	routines are organized.		14	0.5%
1	Routines frequently		14	0.576
	waste time.			
	A moderate proportion			
2	of routines are		48	1.8%
2	organized. Routines		40	1.0/0
	sometimes waste time.			
2.5			1	0.0%
	A large proportion of			
3	routines are organized.		168	6.2%
3	Routines rarely waste		100	0.276
	time.			
3.5			1	0.0%
All other values			1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CCM2MN_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1b. Monitoring		
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	3.27		
Max:	4.00		
Std. Dev.:	0.76		
Skew:	-0.70		
Value	Label	Freq.	Percent
1	There is little or no	12	0.4%

Percentiles: 10%	25% 3	50% 3	75% 3	90%
Damantilaa				
All other values	consistently.		0	0.0%
4	The teacher frequently monitors the entire classroom and does so		369	13.7%
	monitoring may have inconsistencies.			
3	the entire classroom. The teacher sometimes monitors the entire classroom and		324	12.0%
2	The teacher occasionally monitors		120	4.4%
1.5	teacher monitors what is happening in the entire classroom.		1	0.0%

Name:	CCM3DS_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1c. Disruption	S	
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	3.85		
Max:	4.00		
Std. Dev.:	0.42		
Skew:	-3.36		
Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant	4	0.1%
2	instructional time. The teacher may occasionally handle disruptions effectively,	10	0.4%

	but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.  The teacher generally handles disruptions			
3	effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.		89	3.3%
3.5	The teacher handles disruptions quickly and effectively so that		1	0.0%
4	instructional time may be interrupted but not lost. OR There are no disruptions.		722	26.7%
All other values	distuptions.		0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM0OV_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1 Overall	management dimension	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	3.60		
Max:	4.00		
Std. Dev.:	0.57		
Skew:	-1.18		
Value	Label	Freq.	Percent
1		2	0.1%
2		29	1.1%
3		264	9.8%
4		531	19.7%

. 1876 69.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE1RP_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 2a. Respect		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	3.34		
Max:	4.00		
Std. Dev.:	0.65		
Skew:	-0.67		
Value	Label	Freq.	Percent
	Teacher and students		
	rarely demonstrate		
	respect for one		
	another. There are a		
	few brief and/or minor		
1	negative interactions	8	0.3%
1	or one sustained	0	0.5/6
	and/or substantial		
	negative interaction		
	between any student		
	and the teacher, or		
	between students.		
	Teacher and students		
	sometimes and/or		
	inconsistently		
	demonstrate respect		
	for one another. There		
2	are 1-2 brief and/or	56	2.1%
	minor negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
3	frequently	411	15.2%
J	demonstrate respect	411	13.270
	for one another,		

4	though there inconsistencies are no negative interactions be any student at teacher, or be students.  Teacher and se frequently and consistently demonstrate in for one another are no negative interactions be any student at teacher, or be students.	rs. There re re retween and the tween tudents d respect er. There re etween and the	351 1876	13.0% 69.4%
Percentiles:	% 25%	50%	75%	90%
10	23/0	30%	7370	30%
	3 3	3	3	4

Name:	CSE2EW_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 2b. Encou	uragement and warmth	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.44		
Max:	4.00		
Std. Dev.:	0.90		
Skew:	0.14		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared	119	4.4%
	warmth.		

Percentiles: 10%	25%	50%	75%	90%
	Silaleu Wallitii.		1876	69.4%
4	encouragement to students throughout their work. There are frequent moments of shared warmth.		112	4.1%
	their work. There are some moments of shared warmth. The teacher and/or students frequently provide			
3	students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth. The teacher and/or students sometimes provide encouragement to students throughout		259	9.6%

Name:	CSE3RT_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 2c. Risk-taking		
Unique values:	7		
Missing values:	1,876		
Min:	1.00		
Mean:	2.97		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	-0.36		
Value	Label	Freq.	Percent
	Students do not seek		
1	guidance. AND/OR	38	1.4%
	Students do not		

	voluntarily share their private work publicly.			
1.5			1	0.0%
2	Students rarely seek guidance. AND/OR Students rarely		213	7.9%
	voluntarily share their private work publicly. Students sometimes seek guidance.		213	7.376
3	AND/OR Students sometimes voluntarily share their private work publicly.		307	11.4%
3.5			1	0.0%
All other values			1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CSE0OV_S4			
Type:	Numeric			
Variable label:	Segment 4 - Domain 2	2 Overall social-emotion	onal support dimer	sion
Unique values:	7			
Missing values:	1,876			
Min:	1.00			
Mean:	2.90			
Max:	4.00			
Std. Dev.:	0.63			
Skew:	-0.04			
Value	Label		Freq.	Percent
1			4	0.1%
2			195	7.2%
2.5			1	0.0%
3			501	18.5%
3.5			1	0.0%
All other values			1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Type:         Numeric           Variable label:         Segment 4 - Domain 3a. Nature of discourse           Unique values:         7           Missing values:         1,876           Min:         1.00           Mean:         2.33           Max:         4.00           Std. Dev.:         0.91           Skew:         0.10           Value         Label         Freq.         Percentive decents           1         discourse is teacherdirected. Students'         167         6.3           1.5         1         0.0           Discourse is frequently teacher-directed.         1         0.0           2         Students' discourse is rarely characterized by detailed contributions.         300         11.3           2.5         Discourse is sometimes teacher-directed.         3         5tudents' discourse is sometimes teacher-directed.           3         Students' discourse is sometimes characterized by detailed contributions.         273         10.3           All other values         1876         69.4	Name:	CDC1ND_S4				
Unique values: 7 Missing values: 1,876 Min: 1.00 Mean: 2.33 Max: 4.00 Std. Dev.: 0.91 Skew: 0.10 Value Label Freq. Perce Discourse is teacher- directed. Students' 1 discourse does not 167 6.3 include any detailed contributions. 1.5 1 0.6 Discourse is frequently teacher-directed. 2 Students' discourse is rarely characterized by detailed contributions. 2.5 1 0.6 Discourse is sometimes teacher-directed. 3 Students' discourse is 300 11.3 Discourse is sometimes teacher-directed. 3 Students' discourse is 273 10.3 Students' discourse is 300 All other values 1876 69.4	Type:	Numeric				
Missing values:       1,876         Min:       1.00         Mean:       2.33         Max:       4.00         Std. Dev.:       0.91         Skew:       0.10         Value       Label       Freq.       Percentiles:         Discourse is teacher-directed. Students'       167       6.3         1       discourse does not include any detailed contributions.       167       6.3         Discourse is frequently teacher-directed.       10.0       0.0         2       Students' discourse is rarely characterized by detailed contributions.       300       11.3         2.5       1       0.0         Discourse is sometimes teacher-directed.       3       3       10.3         Students' discourse is sometimes teacher-directed.       3       273       10.3         All other values       1876       69.4	Variable label:	Segment 4 - Domain 3a. N	ature of disco	urse		
Min:         1.00           Mean:         2.33           Max:         4.00           Std. Dev.:         0.91           Skew:         0.10           Value           Label         Freq.         Percentiles:           Discourse is teacher-directed. Students'         167         6.3           1         discourse does not include any detailed contributions.         167         6.3           1.5         1         0.0           Discourse is frequently teacher-directed.         300         11.3           2         Students' discourse is rarely characterized by detailed contributions.         300         11.3           2.5         1         0.0           Discourse is sometimes teacher-directed.         5         273         10.3           3         Students' discourse is sometimes characterized by detailed contributions.         273         10.3           All other values         1876         69.4	Unique values:	7				
Min:         1.00           Mean:         2.33           Max:         4.00           Std. Dev.:         0.91           Skew:         0.10           Value           Label         Freq.         Percentiles:           Discourse is teacher-directed. Students'         167         6.3           1         discourse does not include any detailed contributions.         167         6.3           1.5         1         0.0           Discourse is frequently teacher-directed.         300         11.3           2         Students' discourse is rarely characterized by detailed contributions.         300         11.3           2.5         1         0.0           Discourse is sometimes teacher-directed.         5         273         10.3           3         Students' discourse is sometimes characterized by detailed contributions.         273         10.3           All other values         1876         69.4	Missing values:	1,876				
Max:       4.00         Std. Dev.:       0.91         Skew:       0.10         Value       Label       Freq.       Perced         Discourse is teacher-directed. Students'         1       discourse does not include any detailed contributions.       167       6.3         1.5       1       0.0         Discourse is frequently teacher-directed.         2       Students' discourse is rarely characterized by detailed contributions.       300       11.3         2.5       1       0.0         Discourse is sometimes teacher-directed.       3       273       10.3         3       Students' discourse is sometimes characterized by detailed contributions.       273       10.3         All other values       1876       69.4	_					
Std. Dev.:         0.91           Skew:         0.10           Value         Label         Freq.         Percentiles:           Discourse is teacher-directed. Students'         167         6.3           1 discourse does not include any detailed contributions.         167         6.3           1.5         1 0.0         0.0           Discourse is frequently teacher-directed.         300         11.3           2 Students' discourse is rarely characterized by detailed contributions.         300         11.3           2.5         1 0.0         0.0           Discourse is sometimes teacher-directed.         3         273         10.3           3 Students' discourse is sometimes characterized by detailed contributions.         273         10.3           All other values         1876         69.4	Mean:	2.33				
Skew: 0.10  Value Label Freq. Percet  Discourse is teacher- directed. Students'  1 discourse does not include any detailed contributions.  1.5	Max:	4.00				
Value  Label Discourse is teacher- directed. Students'  1 discourse does not include any detailed contributions.  1.5 Discourse is frequently teacher-directed.  2 Students' discourse is rarely characterized by detailed contributions.  2.5 Discourse is sometimes teacher-directed.  3 Students' discourse is sometimes teacher-directed.  3 Students' discourse is sometimes teacher-directed.  Students' discourse is 273 All other values  All other values  Percentiles:	Std. Dev.:	0.91				
Discourse is teacher- directed. Students'  1 discourse does not include any detailed contributions.  1.5	Skew:	0.10				
directed. Students' discourse does not include any detailed contributions.  1.5  Discourse is frequently teacher-directed.  Students' discourse is 300 11 rarely characterized by detailed contributions.  2.5  Discourse is sometimes teacher-directed.  Students' discourse is 300 11 2.5  All other values  Discourse is sometimes teacher-directed.  Students' discourse is sometimes teacher-directed.  10.0				Freq.	Percent	
1 discourse does not include any detailed contributions.  1.5  Discourse is frequently teacher-directed.  2 Students' discourse is 300 11 rarely characterized by detailed contributions.  2.5  Discourse is sometimes teacher-directed.  3 Students' discourse is sometimes teacher-directed.  3 Students' discourse is characterized by detailed contributions.  All other values  Percentiles:		Discourse is teacher-				
include any detailed contributions.  1.5  Discourse is frequently teacher-directed.  2 Students' discourse is rarely characterized by detailed contributions.  2.5  Discourse is sometimes teacher-directed.  3 Students' discourse is sometimes teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Percentiles:		directed. Students'				
contributions.  1.5  Discourse is frequently teacher-directed.  2 Students' discourse is rarely characterized by detailed contributions.  2.5  Discourse is sometimes teacher-directed.  3 Students' discourse is sometimes teacher-directed.  3 Students' discourse is sometimes characterized by detailed contributions.  All other values  Percentiles:	1	discourse does not		167	6.2%	
Discourse is frequently teacher-directed.  Students' discourse is rarely characterized by detailed contributions.  Discourse is sometimes teacher-directed.  Students' discourse is sometimes teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Percentiles:		include any detailed				
Discourse is frequently teacher-directed.  2 Students' discourse is 300 11 rarely characterized by detailed contributions.  2.5 1 0.0 Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.  3 Students' discourse is characterized by detailed contributions.  All other values 1876 69.4		contributions.				
teacher-directed.  Students' discourse is 300 11 rarely characterized by detailed contributions.  2.5 1 0.0 Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.  All other values 1876 69.4	1.5			1	0.0%	
Students' discourse is rarely characterized by detailed contributions.  2.5  Discourse is sometimes teacher-directed.  Students' discourse is sometimes teachers' discourse is sometimes characterized by detailed contributions.  All other values  Students' discourse is 273 10.3  Sometimes 1876 69.4		Discourse is frequently				
rarely characterized by detailed contributions.  2.5		teacher-directed.				
detailed contributions.  2.5  Discourse is sometimes teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Discourse is sometimes teacher-directed.  Students' discourse is 273 10.3  10.3  10.5  10.5  10.6	2	Students' discourse is		300	11.1%	
detailed contributions.  2.5  Discourse is sometimes teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Discourse is sometimes teacher-directed.  Students' discourse is 273 10.3  10.3  10.5  10.5  10.6		rarely characterized by				
Discourse is sometimes teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Discourse is sometimes 273  Students' discourse is 273  10.3  All other values  Percentiles:						
teacher-directed.  Students' discourse is sometimes characterized by detailed contributions.  All other values  Teacher-directed.  Students' discourse is 273 10.3  10.5  1876 69.4	2.5			1	0.0%	
Students' discourse is sometimes characterized by detailed contributions.  All other values 1876 69.4		Discourse is sometimes				
sometimes characterized by detailed contributions.  All other values 1876 69.4		teacher-directed.				
sometimes characterized by detailed contributions.  All other values  1876  69.4		Students' discourse is			10.10/	
characterized by detailed contributions.  All other values 1876 69.4	3	sometimes		2/3	10.1%	
detailed contributions.  All other values 1876 69.4						
All other values 1876 69.4  Percentiles:		•				
Percentiles:	All other values			1876	69.4%	
				2070	331.70	
	Percentiles:					
10% 25% 50% 75% 90	10%	25%	50%	75%	90%	
1 2 2 2	1	2	ว	2	4	

Name: CDC2QT\_S4
Type: Numeric

Variable label: Segment 4 - Domain 3b. Questioning

Unique values: 5

Missing values:	1,876		
Min:	1.00		
Mean:	2.29		
Max:	4.00		
Std. Dev.:	0.83		
Skew:	0.25		
Value	Label	Freq.	Percent
	Questions generally		
	request students recall,		
1	report an answer,	132	4.9%
_	provide yes/no		
	answers, and/or define		
	terms.		
	Questions generally		
	request students recall,		
	report an answer,		
	provide yes/no		
	answers, and/or define		
2	terms although there	386	14.3%
	are some questions		
	that request student		
	summarize, explain,		
	classify, or apply rules,		
	processes, or formulas.		
	Despite a few		
	questions that request		
	students recall, report,		
	and /or define, most		
	questions request that		
	students summarize,		
3	explain, classify, or	243	9.0%
3	apply rules, processes,	243	5.070
	or formulas. There may		
	be a small number of		
	questions that request		
	students analyze,		
	synthesize, justify, or		
	conjecture.		
	Questions request a		
	mixture of recall,		
	reporting, defining,		
	summarizing,		
4	explaining, classifying,	65	2.4%
4	applying rules,	00	2.470
	processes, or formulas,		
	analyzing, synthesizing,		
	justifying, and/or		

emphasis is on questions that request students analyze, synthesize, justify, or conjecture.

	•		1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	2
	2	2	Z	3

Name:	CDC3EP_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 3c. Explanation	ns	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.08		
Max:	4.00		
Std. Dev.:	0.82		
Skew:	0.31		
Value	Label	Freq.	Percent
	There are no explanations of why		
1	ideas or procedures are the way they are either	210	7.8%
2	by teacher or students. Explanations generally focus on brief and/or superficial features of the mathematics.	373	13.8%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the	209	7.7%
4	mathematics. Explanations focus on lengthy/deeper features of the mathematics.	34 1876	1.3% 69.4%
•		10/0	09.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CDC0OV_S4					
Type:	Numeric					
Variable label:	Segment 4 - Domain 3 Overall discourse dimension					
Unique values:	6					
Missing values:	1,876					
Min:	1.00					
Mean:	2.24					
Max:	4.00					
Std. Dev.:	0.66					
Skew:	-0.03					
Value	Label		Freq.	Percent		
1			95	3.5%		
1.5			1	0.0%		
2		450	450	16.7% 10.0%		
3			269			
4			11	0.4%		
All other values			0	0.0%		
Percentiles:						
10%	25%	50%	75%	90%		
1	2	2	2	3		

Name:	CQS1EC_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 4a. Explicit c	onnections	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.56		
Max:	4.00		
Std. Dev.:	0.87		
Skew:	1.46		
Value	Label	Freq.	Percent
	There are no		
1	instructional	527	19.5%
	connections between		

	at least one is elaborated.	1876	69.4%
	perspectives, representations, or equations.AND Connection(s) are explicit and clear, and	45	1.7%
	equations. AND Connection(s) are generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures,		
<b>;</b>	Connection(s) are generally explicit, but vague. There are at least two instructional connections between ideas, procedures, perspectives, representations, or	77	2.8%
	perspectives, representations, or equations. OR Connection(s) that are present are implicit. There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND	177	6.6%

Name:	CQS2PG_S4		
Туре:	Numeric		
Variable label:	Segment 4 - Domain 4b. Explicit pa	atterns and generalization	S
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.26		
Max:	4.00		
Std. Dev.:	0.61		
Skew:	2.35		
Value	Label	Freq.	Percent
	Neither the teacher nor		
	students look for		
	patterns in the		
1	mathematical work.	679	25.1%
	OR They do not		
	generalize from the		
	work.		
	Teacher looks for		
	patterns in the		
	mathematical work.		
	Identified patterns		
	focus on surface		
	features of the		
	mathematics. OR		
	Explicit		
	generalization(s) are		
2	developed from the	84	3.1%
	mathematics under		
	consideration and		
	focus on nomenclature		
	or algorithmic		
	processes. They are		
	muddled, correct or		
	incorrect, and		
	superficial.		
	Students look for		
	patterns in the		
	mathematical work.		
	Identified patterns		
	focus on surface		
	features of the		
3	mathematical ideas. OR	57	2.19
	Explicit generalizations		
	are developed from the		
	mathematics under		
	consideration and		
	focus on nomenclature		
	locus on nomenciature		

or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled. Teacher or students look for patterns in the mathematical work. **Identified patterns** focus on one or more deeper features of the mathematics.OR **Explicit generalizations** 6 0.2% are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are clear and correct. 1876 69.4% Percentiles:

4

400/		
10% 25% 5	0% 75%	90%
		2
1 1	1 1	2

Name:	CQS3CT_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 4c. Clarity		
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	3.33		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.59		
Value	Label	Freq.	Percent
1	The mathematical	4	0.1%

concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in 80 3.0% which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity. 0.0% 1 The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate 381 14.1% they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern

to students' behaviors

2

2.5

3

4 All other values	around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.		360	13.3%
			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CQS0OV_S4					
Type:	Numeric					
Variable label:	Segment 4 - Domain 4 Overall quality of subject matter dimension					
Unique values:	6					
Missing values:	1,876					
Min: Mean:	1.00					
	2.13					
Max:	4.00					
Std. Dev.:	0.53					
Skew:	0.68					
Value	Label		Freq.	Percent		
1			57	2.1%		
1.5			1	0.0%		
2			615	22.8% 5.3%		
3			142			
4			11	0.4%		
All other values			0	0.0%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	2	2	3		

Name:	CCE1DS_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 5a. Engageme	ent in cognitively demandi	ng subject matter
Unique values:	6	,	
Missing values:	1,876		
Min:	1.00		
Mean:	1.76		
Max:	4.00		
Std. Dev.:	0.96		
Skew:	1.02		
Value	Label	Freq.	Percent
value	Students do not engage	rreq.	rerecite
	in analyses, creation, or		
	evaluation work that is		
	cognitively rich and		
	requires		
1	thoughtfulness. OR	441	16.3%
	There is a single brief		
	engagement with such		
	work, but it is done only		
	by 1-2 students.		
	Students occasionally		
	engage in analyses,		
	creation, or evaluation		
2	work that is cognitively	208	7.7%
	rich and requires		
	thoughtfulness.		
	Students sometimes		
	engage in analyses,		
3	creation, or evaluation	113	4.2%
	work that is cognitively rich and requires		
	·		
2 5	thoughtfulness.	1	0.0%
3.5	Ctudents frequently	1	0.0%
	Students frequently engage in analyses,		
	creation, or evaluation		
4	work that is cognitively	63	2.3%
	rich and requires		
	thoughtfulness.		
All other values	tilougiitiuliless.	0	0.0%
		U	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CCE2MA_S4		
Type:	Numeric		
Variable label:		ultiple approaches to and perspectives on	
	reasoning		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.32		
Max:	4.00		
Std. Dev.:	0.78		
Skew:	2.47		
Value	Label	Freq.	Percent
	Students generally use a	·	
	single procedure or		
	reasoning approach to		
1	solve the problem or	679	25.1%
1	type of problem. OR	079	23.1/0
	There is no evidence of		
	how many approaches		
	students are using.		
	Students generally use a		
	single procedure or		
	reasoning approach to		
	solve the problem or		
2	type of problem. There	69	2.6%
	is a brief use of a second		
	procedure or reasoning		
	approach by at least		
	one student.		
	Students generally use a		
	single procedure or		
	reasoning approach to		
•	solve the problem or	26	4.20/
3	type of problem. At	36	1.3%
	least one student uses a		
	second procedure or		
	reasoning approach in		
	some depth.		
4	Students generally use	43	1.00/
4	two procedures or	42	1.6%
	reasoning approaches		

to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.

1

1

 Percentiles:
 1876
 69.4%

 10%
 25%
 50%
 75%
 90%

1

1

2

Name:	CCE3US_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 5c. Understand	ing of subject matter proce	edures and
	processes		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.93		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	0.67		
Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and	317	11.7%
2	processes. When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	306	11.3%

3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes. When students engage with procedures or		149	5.5%
4	processes they frequently attend to the rationale for the procedures and		54	2.0%
	processes.		1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CCEOOV_S4			
Type:	Numeric			
Variable label:	Segment 4 - Domain 5	Overall cognitive e	ngagement dimensio	n
Unique values:	5			
Missing values:	1,876			
Min:	1.00			
Mean:	1.69			
Max:	4.00			
Std. Dev.:	0.73			
Skew:	0.72			
Value	Label		Freq.	Percent
1			376	13.9%
2			338	12.5%
3			103	3.8%
4			9	0.3%
			1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR1ES_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6a. Eliciting st	udent thinking	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.62		
Max:	4.00		
Std. Dev.:	0.73		
Skew:	-0.01		
Value	Label	Freq.	Percen
1	There is no student	38	1.4%
1	thinking present.	30	1.4/
	There is a small		
	amount of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in		
2	perfunctory student	318	11.8%
	contributions that only		
	concern answers,		
	procedures, or the		
	steps necessary for		
	solving a problem.		
	There is a moderate		
	amount of student		
	thinking elicited.		
	Questions, prompts,		
	and tasks result in		
3	detailed student	387	14.3%
	contributions		
	concerning answers,		
	procedures, and the		
	steps necessary for		
	solving a problem.		
	There is a lot of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in a		
4	mixture of student	ດາ	3.40
4	contributions	83	3.1%
	concerning answers,		
	procedures, the steps		
	necessary for solving a		
	problem, ideas, and		

Contributions may be detailed or

perfunctory.

•				18/6	69.4%
Perce	entiles:				
	10%	25%	50%	75%	90%
	2	2	3	3	4

Name:	CAR2TF_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6b. Teacher	r feedback	
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.91		
Max:	4.00		
Std. Dev.:	0.84		
Skew:	0.55		
Value	Label	Freq.	Percent
	There is one or no		
	feedback loops.		
	Teacher and student		
1	exchanges address the	303	11.2%
	mathematics in a		
	generally limited		
	manner.		
	There are a couple		
	feedback loops.		
	Teacher and student		
2	exchanges address the	326	12.1%
	mathematics in a		
	generally limited		
	manner.		
	There are some		
	feedback loops.		
	Teacher and student		
3	exchanges address the	166	6.1%
	mathematics in a		
	mixture of manners		
	both limited and		
	complete.		
4	There are frequent	31	1.1%

feedback loops.
Teacher and student exchanges address the mathematics in a complete manner.

•			1876	69.4%
Percentiles:	25%	50%	75%	90%
1	1	2	2	3

Type: Variable label: Segment 4 - Domain 6c. Aligning instruction to present student understanding Unique values: 5 Missing values: 1,876 Min: 1.00 Mean: 2.78 Max: 4.00 Std. Dev.: 0.89 Skew: -0.24 Value Label Freq. Percent use students' contributions. If students make errors or struggle mathematically, the teacher does not understanding. The teacher arely uses students was errors or struggle and students make errors or struggle and support student understanding. The teacher arely uses students' contributions. If students make errors or struggle and support student understanding. The teacher arely uses students' contributions. If students make errors or struggle and students was errors or struggle and support student understanding. The teacher arely uses students' contributions. If students make errors or struggle and the teacher arely provides cues or hints to support student understanding. The teacher sometimes are students' contributions. If students make errors or struggle and the teacher arely provides cues or hints to support student understanding. The teacher sometimes are students' contributions. If	Name:	CAR3AI_S4		
Unique values: 5 Missing values: 1,876 Min: 1.00 Mean: 2.78 Max: 4.00 Std. Dev.: 0.89 Skew: -0.24 Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher contributions. If sudents ont understanding. The teacher rarely uses students' contributions. If students make errors or struggle a students' contributions. If student understanding. The teacher rarely uses students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' contributions. If students make errors or struggle a students' student	Type:	Numeric		
Missing values:       1,876         Min:       1.00         Mean:       2.78         Max:       4.00         Std. Dev.:       0.89         Skew:       -0.24         Value       Label       Freq.       Percent         Intereacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors       65       2.4%         2       Or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher rarely provides cues or hints to support student understanding. The teacher sometimes       240       8.9%         3       uses students'       329       12.2%	Variable label:	Segment 4 - Domain 6c. Aligning in	struction to present stude	nt understanding
Min: 1.00 Mean: 2.78 Max: 4.00 Std. Dev.: 0.89 Skew: -0.24 Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not not support student understanding.  The teacher rarely uses students' contributions. If students make errors or support student understanding.  The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%	Unique values:	5		
Mean:       2.78         Max:       4.00         Std. Dev.:       0.89         Skew:       -0.24         Value       Label       Freq.       Percent         Image: Proper strong struggle supports students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher rarely provides cues or hints to support student understanding. The teacher sometimes       240       8.9%         2       The teacher sometimes tudents outport student understanding. The teacher sometimes       329       12.2%	Missing values:	1,876		
Max: 4.00 Std. Dev.: 0.89 Skew: -0.24  Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors  2 mathematically, the teacher arely uses students' contributions. If students make errors  2 mathematically, the teacher rarely uses students' contributions. If students make errors  2 mathematically, the teacher rarely uses students' contributions. If students make errors  2 mathematically, the teacher sometimes  3 uses students' 329 12.2%	Min:	1.00		
Std. Dev.: 0.89  Skew: -0.24  Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors  2 or struggle and teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors  2 or struggle and teacher rarely provides cues or hints to support student understanding. The teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%	Mean:	2.78		
Skew: -0.24  Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors  2 or struggle and the teacher arely uses student's contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%	Max:	4.00		
Value Label Freq. Percent  The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.  The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  2 mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%	Std. Dev.:	0.89		
The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  2 or struggle mathematically, the teacher sometimes 3 uses students' 329 12.2%	Skew:	-0.24		
use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  2  or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3  uses students' 329  12.2%	Value		Freq.	Percent
contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.  The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  2				
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struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%				
mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  understanding. The teacher sometimes  3 uses students' 329 12.2%		students make errors or		
mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 3 329 12.2%	1		65	2 4%
provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  3 uses students' 329 12.2%	_	• •		2.470
support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  understanding. The teacher sometimes  3 uses students' 329 12.2%		teacher does not		
understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 3 240 8.9% 8.9% 3.9%		•		
The teacher rarely uses students' contributions.  If students make errors or struggle or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 329 12.2%		• •		
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If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 3 240 8.9% 8.9% 8.9% 3.9% 3.9% 3.9% 3.9% 3.9% 3.9% 3.9% 3		· · · · · · · · · · · · · · · · · · ·		
or struggle mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 329 12.2%				
mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes  uses students' 329 12.2%				
mathematically, the teacher rarely provides cues or hints to support student understanding. The teacher sometimes uses students' 329 12.2%	2		240	8 9%
cues or hints to support student understanding. The teacher sometimes uses students' 329 12.2%	۷	•	240	0.570
student understanding. The teacher sometimes uses students' 329 12.2%		teacher rarely provides		
The teacher sometimes  3 uses students' 329 12.2%		• •		
3 uses students' 329 12.2%		_		
contributions. If	3		329	12.2%
		contributions. If		

4	students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding. The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently		192	7.1%
	provides cues or hints to support student understanding.		1876	69.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CAROOV_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6 Overall a	ssessment of student understa	anding
	dimension		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.45		
Max:	4.00		
Std. Dev.:	0.70		
Skew:	-0.02		
Value	Label	Freq.	Percent
1		59	2.2%
2		379	14.0%
3		349	12.9%
4		39	1.4%
		1876	69.4%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CTIME_S4		
Type:	String		
Variable label:	Segment 4 - 1i. Time of l	esson in MM:SS (only code after las	t segment)
Unique values:	217		
Missing values:	2,283		
Value	Label	Freq.	Percent
		2283	84.5%
0:55:24		1	0.0%
0:56:01		2	0.1%
0:56:03		2	0.1%
0:56:05		4	0.1%
All other values		408	15.1%

Name:	CCM1RT_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 1a. Routines		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	3.54		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	-1.63		
Value	Label	Freq.	Percent
	A small proportion of		
1	routines are organized.	11	0.4%
-	Routines frequently	11	0.170
	waste time.		
	A moderate proportion		
2	of routines are	32	1.2%
	organized. Routines	-	
	sometimes waste time.		
	A large proportion of		
3	routines are organized.	90	3.3%
	Routines rarely waste		
	time.		
3.5		1	0.0%
4	All routines are	272	10.1%
	organized. Routines do		

not v	waste	time.
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All other values			0	0.0%
Doroontilos				
Percentiles: 10%	25%	50%	75%	90%
2	3	4	4	4

Name:	CCM2MN_S5					
Type:	Numeric					
Variable label:	Segment 5 - Domain 1b. Monitoring 6					
Unique values:						
Missing values:	2,296					
Min:	1.00					
Mean:	3.17					
Max:	4.00					
Std. Dev.:	0.78					
Skew:	-0.52					
Value	Label		Freq.	Percent		
	There is little or no					
	evidence that the					
1	teacher monitors what		7	0.3%		
	is happening in the					
	entire classroom.					
	The teacher					
2	occasionally monitors		73	2.7%		
	the entire classroom.					
2.5			1	0.0%		
	The teacher sometimes					
	monitors the entire					
3	classroom and		169	6.3%		
	monitoring may have		_00	0.075		
	inconsistencies.					
	The teacher frequently					
	monitors the entire					
4	classroom and does so		156	5.8%		
	consistently.					
All other values	consistently.		0	0.0%		
All Other values			Ü	0.076		
Percentiles:						
10%	25%	50%	75%	90%		
2	3	3	3	4		

Name:	CCM3DS_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 1c. Disruptions		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	3.77		
Max:	4.00		
Std. Dev.:	0.54		
Skew:	-2.75		
Value	Label	Freq.	Percent
	The teacher does not		
	handle disruptions		
	effectively or	_	0.00
1	efficiently, causing the	5	0.2%
	class to lose significant		
	instructional time.		
	The teacher may		
	occasionally handle		
	disruptions effectively,		
	but in general, the		
	teacher does not	_	
2	effectively or efficiently	8	0.3%
	handle disruptions,		
	causing the class to		
	lose some instructional		
	time.		
	The teacher generally		
	handles disruptions		
	effectively, but		
3	sometimes disruptions	62	2.3%
	cause the class to lose	-	
	a small amount of		
	instructional time.		
3.5	mon denomal time.	2	0.1%
	The teacher handles	<del>-</del>	<b>3.</b> 2,
	disruptions quickly and		
	effectively so that		
4	instructional time may	329	12.2%
	be interrupted but not	323	12.27
	lost. OR There are no		
	disruptions.		
All other values	аы араопэ.	0	0.0%
All Other values		U	0.070

Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM0OV_S5			
Type:	Numeric			
Variable label:	Segment 5 - Domain	1 Overall managen	nent dimension	
Unique values:	5			
Missing values:	2,296			
Min:	1.00			
Mean:	3.49			
Max:	4.00			
Std. Dev.:	0.65			
Skew:	-1.17			
Value	Label		Freq.	Percent
1			5	0.2%
2			21	0.8%
3			151	5.6%
4			229	8.5%
			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE1RP_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 2a. Respect		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	3.22		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.49		
Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate	4	0.1%
	respect for one another. There are a		

	few brief and/or minor			
	negative interactions			
	or one sustained and/or substantial			
	negative interaction			
	between any student			
	and the teacher, or			
	between students.			
	Teacher and students			
	sometimes and/or			
	inconsistently			
	demonstrate respect			
	for one another. There			
2	are 1-2 brief and/or		43	1.6%
	minor negative			
	interactions between			
	any student and the			
	teacher, or between			
	students.			
	Teacher and students			
	frequently			
	demonstrate respect			
	for one another,			
2	though there may be		240	0.40/
3	inconsistencies. There		218	8.1%
	are no negative interactions between			
	any student and the			
	teacher, or between			
	students.			
	Teacher and students			
	frequently and			
	consistently			
	demonstrate respect			
	for one another. There		4.44	5.20/
4	are no negative		141	5.2%
	interactions between			
	any student and the			
	teacher, or between			
	students.			
			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CSE2EW_S5					
Type:	Numeric					
Variable label:	Segment 5 - Domain 2b. Encouragement and warmth					
Unique values:	6					
Missing values:	2,296					
Min:	1.00					
Mean:	2.39					
Max:	4.00					
Std. Dev.:	0.90					
Skew:	0.18					
Value	Label	Freq.	Percent			
	The teacher and/or					
	students do not					
	provide					
	encouragement to	65	2.4%			
1	students throughout					
	their work. There is no					
	evidence of shared					
	warmth.					
1.5	warmen.	1	0.0%			
1.3	The teacher and/or	1	0.0%			
	students occasionally					
2	provide					
	•					
	encouragement to students throughout	167	6.2%			
	their work. There are					
	occasional moments of					
	shared warmth.					
	The teacher and/or					
	•					
	students sometimes					
	provide					
3	encouragement to	124	4.6%			
	students throughout					
	their work. There are					
	some moments of					
	shared warmth.					
	The teacher and/or					
	students frequently					
	provide					
4	encouragement to	49	1.8%			
	students throughout	-				
	their work. There are					
	frequent moments of					
	shared warmth.					

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	4

Name:	CSE3RT_S5					
Type:	Numeric Numeric					
Variable label:	Segment 5 - Domain 2c. Risk-taking					
Unique values:	5					
Missing values:	2,296					
Min:	1.00					
Mean:	2.87					
Max:	4.00					
Std. Dev.:	0.86					
Skew:	-0.25					
Value	Label		Freq.	Percent		
	Students do not seek		·			
	guidance. AND/OR					
1	Students do not		22	0.8%		
	voluntarily share their					
	private work publicly.					
	Students rarely seek					
	guidance. AND/OR					
2	Students rarely		116	4.3%		
	voluntarily share their					
	private work publicly.					
	Students sometimes					
	seek guidance.					
2	AND/OR Students		162	C 00/		
3	sometimes voluntarily		162	6.0%		
	share their private					
	work publicly.					
	Students frequently					
	seek guidance.					
<b>1</b>	AND/OR Students		100	2.00/		
4	frequently voluntarily		106	3.9%		
	share their private					
	work publicly.					
			2296	85.0%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	3	3	4		

Name:	CSE0OV_S5			
Type:	Numeric			
Variable label:	Segment 5 - Domain	2 Overall social-emo	otional support dimer	nsion
Unique values:	5			
Missing values:	2,296			
Min:	1.00			
Mean:	2.82			
Max:	4.00			
Std. Dev.:	0.62			
Skew:	-0.23			
Value	Label		Freq.	Percen
1			6	0.2%
2			103	3.8%
3			255	9.4%
4			42	1.6%
			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	

Name:	CDC1ND_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 3a. Nature o	of discourse	
Unique values:	7		
Missing values:	2,296		
Min:	1.00		
Mean:	2.34		
Max:	4.00		
Std. Dev.:	0.94		
Skew:	0.05		
Value	Label	Freq.	Percent
	Discourse is teacher- directed. Students'		
1	discourse does not	90	3.3%
	include any detailed		
	contributions.		
	Discourse is frequently		
2	teacher-directed.	131	4.8%
	Students' discourse is		

2.5	rarely characterized by detailed contributions.		1	0.0%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by		139	5.1%
3.5	detailed contributions.		1	0.0%
All other values			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	4

Name:	CDC2QT_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 3b. Questioning		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	2.27		
Max:	4.00		
Std. Dev.:	0.79		
Skew:	0.10		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	65	2.4%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules,	187	6.9%

3	processes, or formulas. Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture. Questions request a mixture of recall, reporting, defining,		134	5.0%
	summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.		20	0.7% 85.0%
Percentiles:	25%	50%	75%	90%
10/0				30%
1	2	2	2	3

Name:	CDC3EP_S5		
Type:	Numeric		

Variable label: Segment 5 - Domain 3c. Explanations

Unique values: 6
Missing values: 2,296
Min: 1.00
Mean: 2.00

Max:	4.00			
Std. Dev.:	0.82			
Skew:	0.50			
Value	Label		Freq.	Percent
	There are no			
	explanations of why			
1	ideas or procedures are		118	4.4%
	the way they are either			
	by teacher or students.			
1.5	-		1	0.0%
	Explanations generally			
	focus on brief and/or		400	
2	superficial features of		188	7.0%
	the mathematics.			
	Explanations focus on a			
	mixture of			
_	brief/superficial and			
3	lengthy/deeper		81	3.0%
	features of the			
	mathematics.			
	Explanations focus on			
	lengthy/deeper			
4	features of the		18	0.7%
	mathematics.			
All other values	mathematics.		0	0.0%
All other values			O	0.070
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CDC0OV_S5
Type:	Numeric
Variable label:	Segment 5 - Domain 3 Overall discourse dimension
Unique values:	6
Missing values:	2,296
Min:	1.00
Mean:	2.19
Max:	4.00
Std. Dev.:	0.69
Skew:	0.00
Value	Label Freq. Percent
1	59 2.2%
2	216 8.0%

2.5			1	0.0%
3			124	4.6%
4			6	0.2%
All other values			0	0.0%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CQS1EC_S5				
Type:	Numeric				
Variable label:	Segment 5 - Domain 4a. Explicit co	onnections			
Unique values:	5				
Missing values:	2,296				
Min:	1.00				
Mean:	1.57				
Max:	4.00				
Std. Dev.:	0.86				
Skew:	1.40				
Value	Label	Freq.	Percent		
	There are no				
	instructional				
	connections between				
	ideas, procedures,				
1	perspectives,	spectives, 258	9.5%		
	representations, or				
	equations. OR				
	Connection(s) that are				
	present are implicit.				
	There is one				
	instructional				
	connection between				
	ideas, procedures,				
2	perspectives,	85	3.1%		
_	representations, or		0.2,0		
	equations.AND				
	Connection(s) are				
	generally explicit, but				
	vague.				
	There are at least two				
_	instructional				
3	connections between	44	1.6%		
	ideas, procedures,				
	perspectives,				

4	representations, or equations. AND Connection(s) are generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.		19	0.7%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS2PG_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 4b. Explicit ¡	patterns and generalization	S
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	1.20		
Max:	4.00		
Std. Dev.:	0.53		
Skew:	2.83		
Value	Label	Freq.	Percent
	Neither the teacher nor		
	students look for		
	patterns in the		
1	mathematical work.	349	12.9%
	OR They do not		
	generalize from the		
	work.		
	Teacher looks for		
2	patterns in the	36	1.3%
	mathematical work.		
	mathematical work.		

Identified patterns focus on surface features of the mathematics. OR **Explicit** generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial. Students look for patterns in the mathematical work. **Identified patterns** focus on surface features of the mathematical ideas. OR **Explicit** generalizations are developed from the mathematics under consideration and focus on nomenclature

19 0.7%

or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled. Teacher or students look for patterns in the mathematical work. **Identified patterns** focus on one or more deeper features of the mathematics.OR Explicit generalizations

are developed from the mathematics under consideration and

2 0.1%

4

3

focus on foundational concepts, ideas, and/or definitions. They are clear and correct.

 Percentiles:

 10%
 25%
 50%
 75%
 90%

 1
 1
 1
 1
 2

Name:	CQS3CT_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 4c. Clarity		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	3.33		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.60		
Value	Label	Freq.	Percent
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson are		
	generally murky. There		
	are multiple instances		
1	in which students	2	0.1%
	demonstrate they do		
	not understand the		
	same logical element(s)		
	of the lesson. There is		
	a pattern to students'		
	behaviors around		
	clarity.		
	The mathematical		
	concepts, tasks,		
	student response		
2	patterns, or discussions	41	1.5%
	in the lesson have		
	more murkiness than		
	clarity. There are at		

3	3	3	4
25%	50%	75%	90%
		2296	85.0%
the logical elements of the lesson.			
appear to understand			
lesson. Students			
not understand a logical element of the			
demonstrate they do		1/3	0.0%
in which students		179	6.6%
There are no instances			
patterns, or discussions in the lesson are clear.			
student response			
concepts, tasks,			
The mathematical			
around clarity.			
There is not a pattern to students' behaviors			
elements of the lesson.			
understand the logical			
students seem to			
lesson, but most			
they do not understand a logical element of the			
students demonstrate		184	6.8%
be instances in which			
murkiness. There may			
more clarity than			
in the lesson have			
student response patterns, or discussions			
concepts, tasks,			
The mathematical			
clarity.			
behaviors around			
a pattern to students'			
of the lesson. There is			
not understand the same logical element(s)			
demonstrate they do			
which students			
icast two mistances m			

least two instances in

3

4

Percentiles:

10%

2

Name:	CQS0OV_S5			
Type:	Numeric			
Variable label:	Segment 5 - Domain	4 Overall quality of	subject matter dimer	nsion
Unique values:	6			
Missing values:	2,296			
Min:	1.00			
Mean:	2.12			
Max:	4.00			
Std. Dev.:	0.54			
Skew:	0.35			
Value	Label		Freq.	Percer
1			35	1.39
1.5			1	0.09
2			288	10.79
3			79	2.99
4			3	0.19
All other values			0	0.0
Percentiles:				
10%	25%	50%	75%	90'
2	2	2	2	

Name:	CCE1DS_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 5a. Engageme	ent in cognitively demandi	ng subject matter
Unique values:	7		
Missing values:	2,296		
Min:	1.00		
Mean:	1.71		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	1.12		
Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief	224	8.3%

2	work, but it is done only by 1-2 students. Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires	,	104	3.8%
2.5	thoughtfulness.		1	0.0%
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.		48	1.8%
3.5	· ·		1	0.0%
All other values			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CCE2MA_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 5b. Multiple a	oproaches to and perspectives	on
	reasoning		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	1.36		
Max:	4.00		
Std. Dev.:	0.82		
Skew:	2.26		
Value	Label	Freq.	Percent
	Students generally use a		
	single procedure or		
	reasoning approach to		
1	solve the problem or	326	12.1%
	type of problem. OR		
	There is no evidence of		
	how many approaches		
	students are using.		

2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.		36	1.3%
3	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.  Students generally use		22	0.8%
	two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.		22 2296	0.8% 85.0%
•				
Percentiles: 10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CCE3US_S5
Type:	Numeric
Variable label:	Segment 5 - Domain 5c. Understanding of subject matter procedures and
	processes
Unique values:	7
Missing values:	2,296
Min:	1.00
Mean:	1.89

Max:	4.00			
Std. Dev.:	0.87			
Skew:	0.64			
Value	Label		Freq.	Percent
	Students do not engage			
	in procedures or			
	processes. OR When			
	students engage with			
1	procedures or processes		157	5.8%
1	there is no evidence that		15/	5.8%
	they attend to the			
	rationale for the			
	procedures and			
	processes.			
1.5	·		1	0.0%
	When students engage			
	with procedures or			
	processes they			
2	occasionally attend to		153	5.7%
	the rationale for the			
	procedures and			
	processes.			
2.5	p		1	0.0%
	When students engage		_	0.075
	with procedures or			
	processes they			
3	sometimes attend to the		75	2.8%
•	rationale for the		73	2.070
	procedures and			
	processes.			
All other values	processes.		2296	85.0%
All other values			2230	03.070
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CCE0OV_S5
Type:	Numeric
Variable label:	Segment 5 - Domain 5 Overall cognitive engagement dimension
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	1.63

Max:	4.00			
Std. Dev.:	0.70			
Skew:	0.74			
Value	Label		Freq.	Percent
1			200	7.4%
2			157	5.8%
3			47	1.7%
4			2	0.1%
•			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR1ES_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 6a. Eliciting s	student thinking	
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	2.56		
Max:	4.00		
Std. Dev.:	0.77		
Skew:	-0.02		
Value	Label	Freq.	Percent
1	There is no student	29	1.1%
1	thinking present.	23	1.170
	There is a small		
	amount of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in		
2	perfunctory student	160	5.9%
	contributions that only		
	concern answers,		
	procedures, or the		
	steps necessary for		
	solving a problem.		
2.5		1	0.0%
	There is a moderate		
	amount of student		
3	thinking elicited.	176	6.5%
	Questions, prompts,		
	and tasks result in		

4	detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem. There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or		40	1.5%
All other values	perfunctory.		0	0.0%
Percentiles:	25%	50%	75%	90%
2	2	3	3	3

Name:	CAR2TF_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 6b. Teacher f	eedback	
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	1.88		
Max:	4.00		
Std. Dev.:	0.83		
Skew:	0.62		
Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited	152	5.6%

Percentiles: 1	.0%	25%	50%	75%	90%
				2296	85.0%
4		complete. There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.		15	0.6%
3		manner. There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners both limited and		72	2.7%
2		There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited		167	6.2%

Name:	CAR3AI_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 6c. Aligning ins	truction to present stude	nt understanding
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	2.74		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	-0.22		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or	42	1.6%

	struggle			
	mathematically, the			
	teacher does not			
	provide cues or hints to			
	support student understanding.			
	The teacher rarely uses			
	students' contributions.			
	If students make errors			
	or struggle			
2	mathematically, the		117	4.3%
	teacher rarely provides			
	cues or hints to support			
	student understanding.			
2.5	<b>5</b>		1	0.0%
	The teacher sometimes			
	uses students'			
	contributions. If			
	students make errors or			
3	struggle		152	5.6%
3	mathematically, the		132	3.0%
	teacher sometimes			
	provides cues or hints			
	to support student			
	understanding.			
	The teacher frequently			
	uses students'			
	contributions. If			
	students make errors or			
4	struggle		94	3.5%
	mathematically, the			
	teacher frequently			
	provides cues or hints			
	to support student			
All athouselves	understanding.		0	0.004
All other values			0	0.0%
Percentiles:	250/	F.O.C./	750/	2007
10%	25%	50%	75%	90%
1	2	3	3	4

Name:	CAROOV_S5
Type:	Numeric

Variable label: Segment 5 - Domain 6 Overall assessment of student understanding

dimension

 Unique values:
 5

 Missing values:
 2,296

 Min:
 1.00

 Mean:
 2.42

 Max:
 4.00

 Std. Dev.:
 0.73

 Skew:
 -0.05

Value	Label	Freq.	Percent
1		37	1.4%
2		181	6.7%
3		168	6.2%
4		20	0.7%
		2296	85.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CTIME_S5		
Type:	String		
Variable label:	Segment 5 - 1i. Time of le	sson in MM:SS (only code after la	st segment)
Unique values:	174		
Missing values:	2,394		
Value	Label	Freq.	Percent
		2394	88.6%
1:11:00		1	0.0%
1:12:00		1	0.0%
1:12:01		1	0.0%
1:12:03		2	0.1%
All other values		301	11.1%

Name: CCM1RT\_S6

Type: Numeric

Variable label: Segment 6 - Domain 1a. Routines

Unique values: 5
Missing values: 2,604
Min: 1.00
Mean: 3.52
Max: 4.00

Std. Dev.: Skew:	0.72 -1.31			
Value	Label		Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.		1	0.0%
2	A moderate proportion of routines are organized. Routines sometimes waste time.		10	0.4%
3	A large proportion of routines are organized. Routines rarely waste time.		24	0.9%
4	All routines are organized. Routines do not waste time.		63	2.3%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
2	3	4	4	4

ercent
0.7%
1.5%

4	The teacher frequently monitors the entire classroom and does so consistently.		40	1.5%
	,		2604	96.4%
Percentiles: 10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CCM3DS_S6			
Type:	Numeric			
Variable label:	Segment 6 - Domain 1c. Disruptions			
Unique values:	4			
Missing values:	2,604			
Min:	2.00			
Mean:	3.83			
Max:	4.00			
Std. Dev.:	0.41			
Skew:	-2.18			
Value	Label	Freq.	Percent	
	The teacher may			
	occasionally handle			
	disruptions effectively,			
	but in general, the			
2	teacher does not	1	0.0%	
	effectively or efficiently			
	handle disruptions,			
	causing the class to			
	lose some instructional			
	time.			
	The teacher generally			
	handles disruptions effectively, but			
2	sometimes disruptions	15	0.6%	
3	cause the class to lose	15	0.6%	
	a small amount of			
	instructional time.			
	The teacher handles			
	disruptions quickly and			
4	effectively so that	82	3.0%	
7	instructional time may	OZ.	3.0%	
	be interrupted but not			
	se interrupted but not			

lost. OR There are no disruptions.

	·		2604	96.4%
Percentiles:	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM0OV_S6			
Type:	Numeric			
Variable label:	Segment 6 - Domain 1 Overall management dimension			
Unique values:	5			
Missing values:	2,604			
Min:	1.00			
Mean:	3.52			
Max:	4.00			
Std. Dev.:	0.66			
Skew:	-1.26			
Value	Label		Freq.	Percent
1			1	0.0%
2			6	0.2%
3			32	1.2%
4			59	2.2%
•			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE1RP_S6
Type:	Numeric
Variable label:	Segment 6 - Domain 2a. Respect
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	3.32
Max:	4.00
Std. Dev.:	0.60
Skew:	-0.55

Value	Label	Freq.	Percent
	Teacher and students		
	rarely demonstrate		
	respect for one		
	another. There are a		
	few brief and/or minor		
1	negative interactions	1	0.0%
1	or one sustained	1	0.070
	and/or substantial		
	negative interaction		
	between any student		
	and the teacher, or		
	between students.		
	Teacher and students		
	sometimes and/or		
	inconsistently		
	demonstrate respect		
	for one another. There		
2	are 1-2 brief and/or	4	0.1%
	minor negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
	frequently		
	demonstrate respect		
	for one another,		
	though there may be		
3	inconsistencies. There	56	2.1%
	are no negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
	frequently and		
	consistently		
	demonstrate respect		
4	for one another. There	37	1.4%
+	are no negative	5/	1.4%
	interactions between		
	any student and the		
	teacher, or between		
	students.		
		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	CSE2EW_S6					
Туре:	Numeric					
Variable label:	Segment 6 - Domain 2b. Encouragement and warmth					
Unique values:	5	5				
Missing values:	2,604					
Min:	1.00					
Mean:	2.36					
Max:	4.00					
Std. Dev.:	0.74					
Skew:	0.58					
Value	Label	Freq.	Percent			
	The teacher and/or					
	students do not					
	provide					
1	encouragement to	7	0.30/			
1	students throughout	7	0.3%			
	their work. There is no					
	evidence of shared					
	warmth.					
	The teacher and/or					
	students occasionally					
	provide		2.1%			
2	encouragement to	F.7				
2	students throughout	57	2.1%			
	their work. There are					
	occasional moments of					
	shared warmth.					
	The teacher and/or					
	students sometimes					
	provide					
2	encouragement to	26				
3	students throughout	26	1.0%			
	their work. There are					
	some moments of					
	shared warmth.					
	The teacher and/or					
	students frequently					
4	provide	8	0.3%			
	encouragement to	-	2.2/0			
	students throughout					

their work. There are frequent moments of shared warmth.

			2604	96.4%
Percentiles:	25%	50%	75%	90%
2	2	2	2	3

Type: Numeric Variable label: Segment 6 - Domain 2c. Risk-taking Unique values: 5 Missing values: 2,604 Min: 1.00 Mean: 2.66 Max: 4.00 Std. Dev.: 0.85 Skew: -0.21 Value Label Freq. Percent Students do not seek guidance. AND/OR 1 Students do not seek guidance. AND/OR 2 Students areily seek guidance. AND/OR 2 Students rarely seek guidance. AND/OR 3 Students rarely seek guidance. AND/OR 3 Students rarely seek guidance. AND/OR 4 AND/OR Students sometimes seek guidance. 4 AND/OR Students sometimes seek guidance. 4 AND/OR Students frequently seek guidance. 4 AND/OR Students frequently seek guidance. 4 AND/OR Students frequently seek guidance. 5 AND/OR Students sometimes seek guidance. 4 AND/OR Students frequently seek guidance. 4 AND/OR Students frequently seek guidance. 5 AND/OR Students sometimes seek guidance. 6 AND/OR Students frequently seek guidance. 7 AND/OR Students frequently seek guidance. 8 AND/OR Students frequently seek guidance. 9 AND/OR Students frequently seek guidance.	Name:	CSE3RT_S6				
Unique values:         5           Missing values:         2,604           Min:         1.00           Mean:         2.66           Max:         4.00           Std. Dev.:         0.85           Skew:         -0.21           Value         Label         Freq.         Percent           Students do not seek guidance. AND/OR         9         0.3%           1         Voluntarily share their private work publicly. Students rarely seek guidance. AND/OR         30         1.1%           2         Students rarely seek guidance. AND/OR Students sometimes seek guidance. AND/OR Students sometimes seek guidance.         44         1.6%           3         AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance. AND/OR Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly. Students frequently voluntarily share their private work publicly.         15         0.6%	Type:	Numeric				
Missing values:       2,604         Min:       1.00         Mean:       2.66         Max:       4.00         Std. Dev.:       0.85         Skew:       -0.21         Value       Label       Freq.       Percent         Students do not seek guidance. AND/OR         1       Students do not voluntarily share their private work publicly.       9       0.3%         2       Students rarely seek guidance. AND/OR       30       1.1%         2       Students rarely share their private work publicly.       Students sometimes seek guidance.       AND/OR Students       44       1.6%         3       AND/OR Students sometimes work publicly.       Students frequently seek guidance.       44       1.6%         4       AND/OR Students frequently seek guidance.       44       1.6%         4       AND/OR Students frequently voluntarily share their private work publicly.       15       0.6%	Variable label:	Segment 6 - Domain 2c. Risk-taking				
Min: 1.00 Mean: 2.66 Max: 4.00 Std. Dev.: 0.85 Skew: -0.21 Value Label Freq. Percent Students do not seek guidance. AND/OR 1 Students do not voluntarily share their private work publicly. Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly. Students rarely 44 1.6% Students onet 44 1.6% AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.	Unique values:	5				
Mean:       2.66         Max:       4.00         Std. Dev.:       0.85         Skew:       -0.21         Value       Label       Freq.       Percent         1       Students do not seek guidance. AND/OR       9       0.3%         voluntarily share their private work publicly. Students rarely seek guidance. AND/OR       30       1.1%         voluntarily share their private work publicly. Students sometimes seek guidance. AND/OR Students sowetimes sowetimes sowetimes sometimes sometimes sometimes voluntarily share their private work publicly. Students frequently share their private work publicly. Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.       15       0.6%         4       AND/OR Students frequently voluntarily share their private work publicly.       15       0.6%	Missing values:	2,604				
Max: 4.00 Std. Dev.: 0.85 Skew: -0.21 Value Label Freq. Percent Students do not seek guidance. AND/OR  1 Students do not yoluntarily share their private work publicly. Students arely voluntarily share their private work publicly. Students sometimes seek guidance. AND/OR  2 Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  3 AND/OR Students sometimes seek guidance. AND/OR Students frequently share their private work publicly.	Min:	1.00				
Std. Dev.: 0.85 Skew: -0.21 Value Label Freq. Percent Students do not seek guidance. AND/OR  1 Students do not yoluntarily share their private work publicly. Students rarely seek guidance. AND/OR  2 Students rarely 30 1.1% voluntarily share their private work publicly. Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  4 AND/OR Students Frequently voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.	Mean:	2.66				
Skew: -0.21  Value Label Freq. Percent  Students do not seek guidance. AND/OR  1 Students do not voluntarily share their private work publicly.  Students rarely seek guidance. AND/OR  2 Students rarely noluntarily share their private work publicly.  Students rarely noluntarily share their private work publicly.  Students sometimes seek guidance.  AND/OR Students sometimes sometimes voluntarily share their private work publicly.  Students frequently seek guidance.  AND/OR Students frequently seek guidance.	Max:	4.00				
Value  Label Students do not seek guidance. AND/OR  Students do not voluntarily share their private work publicly. Students rarely seek guidance. AND/OR  Students rarely Students rarely voluntarily share their private work publicly. Students rarely voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.  Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.	Std. Dev.:	0.85				
Students do not seek guidance. AND/OR  Students do not 9 0.3% voluntarily share their private work publicly. Students rarely seek guidance. AND/OR  Students rarely seek guidance. AND/OR  Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes seek guidance.  AND/OR Students sometimes work publicly. Students frequently share their private work publicly.  Students frequently share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently share their private work publicly.	Skew:	-0.21				
guidance. AND/OR  Students do not 9 0.3% voluntarily share their private work publicly. Students rarely seek guidance. AND/OR  Students rarely seek guidance. AND/OR  Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes seek guidance.  AND/OR Students sometimes work publicly. Students frequently share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently share their private work publicly.	Value		Freq.	Percent		
Students do not 9 0.3% voluntarily share their private work publicly. Students rarely seek guidance. AND/OR  Students rarely seek guidance. AND/OR  Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students 1.6% AND/OR Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently share their private work publicly.						
voluntarily share their private work publicly. Students rarely seek guidance. AND/OR  2 Students rarely voluntarily share their private work publicly. Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students  AND/OR Students  Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.						
private work publicly. Students rarely seek guidance. AND/OR  Students rarely voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students  Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.  15 0.6% private work publicly.	1		9	0.3%		
Students rarely seek guidance. AND/OR  2 Students rarely voluntarily share their private work publicly.  Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly.  Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.		The state of the s				
guidance. AND/OR  Students rarely 30 1.1% voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students 1.6% Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.		· · · · · · · · · · · · · · · · · · ·				
Students rarely voluntarily share their private work publicly.  Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly.  Students frequently seek guidance.  AND/OR Students  AND/OR Students  Frequently voluntarily share their private work publicly.  Students frequently seek guidance.  AND/OR Students  frequently voluntarily share their private work publicly.		·				
voluntarily share their private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.						
private work publicly. Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.	2	·	30	1.1%		
Students sometimes seek guidance.  AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.		· · · · · · · · · · · · · · · · · · ·				
seek guidance. AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.		· · · · · · · · · · · · · · · · · · ·				
AND/OR Students sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.						
sometimes voluntarily share their private work publicly. Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.						
sometimes voluntarily share their private work publicly. Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.	3		44	1.6%		
work publicly.  Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.		·				
Students frequently seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.  15 0.6%		•				
seek guidance.  AND/OR Students frequently voluntarily share their private work publicly.  15 0.6%		· · · · · · · · · · · · · · · · · · ·				
AND/OR Students frequently voluntarily share their private work publicly.  15 0.6%		· · ·				
frequently voluntarily share their private work publicly.						
share their private work publicly.	4		15	0.6%		
work publicly.						
		•				
. 2604 96.4%		work publicly.	0.504			
	•		2604	96.4%		

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CSE0OV_S6			
Type:	Numeric			
Variable label:	Segment 6 - Domain 2	2 Overall social-em	otional support dime	nsion
Unique values:	5			
Missing values:	2,604			
Min:	1.00			
Mean:	2.69			
Max:	4.00			
Std. Dev.:	0.63			
Skew:	-0.39			
Value	Label		Freq.	Percent
1			3	0.1%
2			30	1.1%
3			59	2.2%
4			6	0.2%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	3

Name:	CDC1ND_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 3a. Nature o	of discourse	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.06		
Max:	4.00		
Std. Dev.:	0.87		
Skew:	0.35		
Value	Label	Freq.	Percent
1	Discourse is teacher- directed. Students'	29	1.1%

1	1	2	2	3
10%	25%	50%	75%	90%
Percentiles:				
	characterized by detailed contributions.		2604	96.4%
4	characterized by detailed contributions. Discourse is rarely teacher-directed. Students' discourse is frequently		5	0.2%
3	detailed contributions. Discourse is sometimes teacher-directed. Students' discourse is sometimes		25	0.9%
2	discourse does not include any detailed contributions. Discourse is frequently teacher-directed. Students' discourse is rarely characterized by		39	1.4%

Name:	CDC2QT_S6		_
Type:	Numeric		
Variable label:	Segment 6 - Domain 3b. Questionin	ng	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.14		
Max:	4.00		
Std. Dev.:	0.82		
Skew:	0.28		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	22	0.8%

Percentiles: 10%	synthesize, justify, or conjecture. Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	50%	5 2604 75% 2	96.4% 90% 3
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze,		26	1.0%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.		45	1.7%

Name:	CDC3EP_S6			
Type:	Numeric			
Variable label:	Segment 6 - Domain 3c. Ex	planations		
Unique values:	5			
Missing values:	2,604			
Min:	1.00			
Mean:	2.02			
Max:	4.00			
Std. Dev.:	0.75			
Skew:	0.42			
Value	Label		Freq.	Percent
	There are no			
	explanations of why			
1	ideas or procedures are		23	0.9%
	the way they are either			
	by teacher or students.			
	<b>Explanations</b> generally			
2	focus on brief and/or		F2	2.00/
2	superficial features of		53	2.0%
	the mathematics.			
	Explanations focus on a			
	mixture of			
2	brief/superficial and		40	0.70/
3	lengthy/deeper		19	0.7%
	features of the			
	mathematics.			
	Explanations focus on			
	lengthy/deeper			2 404
4	features of the		3	0.1%
	mathematics.			
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name: CDC00V\_S6
Type: Numeric

Variable label: Segment 6 - Domain 3 Overall discourse dimension

Unique values: 5 Missing values: 2,604

Min:	1.00			
Mean:	2.02			
Max:	4.00			
Std. Dev.:	0.69			
Skew:	0.36			
Value	Label		Freq.	Percent
1			20	0.7%
2			58	2.1%
3			18	0.7%
4			2	0.1%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CQS1EC_S6		_
Type:	Numeric		
Variable label:	Segment 6 - Domain 4a. Explicit c	onnections	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.61		
Max:	4.00		
Std. Dev.:	0.90		
Skew:	1.35		
Value	Label	Freq.	Percent
	There are no		
	instructional		
	connections between		
	ideas, procedures,		
1	perspectives,	60	2.2%
	representations, or		
	equations. OR		
	Connection(s) that are		
	present are implicit.		
	There is one		
	instructional		
	connection between		
2	ideas, procedures,	22	0.8%
2	perspectives,	22	0.6%
	representations, or		
	equations.AND		
	Connection(s) are		

4	perspectives, representations, or	6	
_	• •		
	• •		
3	vague. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief. There are at least two	10	0.4%

Name:	CQS2PG_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 4b. Explicit pa	atterns and generalizations	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.28		
Max:	4.00		
Std. Dev.:	0.59		
Skew:	2.30		
Value	Label	Freq.	Percent
	Neither the teacher nor		
1	students look for	77	2.8%
	patterns in the		
	patterns in the		

2	mathematical work.  OR They do not generalize from the work.  Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.  Students look for patterns in the mathematical work.	16	0.6%
3	Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled. Teacher or students look for patterns in the mathematical work.	1	0.1%
	Identified patterns		

focus on one or more deeper features of the mathematics.OR
Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are clear and correct.

			2604	96.4%
Percentiles:	25%	50%	75%	90%
1	1	1	1	2

Name:	CQS3CT_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 4c. Clarity		
Unique values:	4		
Missing values:	2,604		
Min:	2.00		
Mean:	3.38		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.60		
Value	Label	Freq.	Percent
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around	10	0.4%

	clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson have			
3	more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.		41	1.5%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.		47	1.7%
	G.C. 10330111		2604	96.4%
Percentiles: 10%	25%	50%	75%	90%
2	3	3	3	4

Name: CQS00V\_S6
Type: Numeric

Variable label: Segment 6 - Domain 4 Overall quality of subject matter dimension

Unique values: 5

Missing values:	2,604			
Min:	1.00			
Mean:	2.12			
Max:	4.00			
Std. Dev.:	0.50			
Skew:	0.72			
Value	Label		Freq.	Percent
1			6	0.2%
2			75	2.8%
3			16	0.6%
4			1	0.0%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 5a. Engagement in cognitively demanding subject matter		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.91		
Max:	4.00		
Std. Dev.:	1.02		
Skew:	0.78		
Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	45	1.7%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	27	1.0%

3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. Students frequently		16	0.6%
4	engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.		10	0.4%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	4

Name:	CCE2MA_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 5b. Multiple approaches to and perspectives on		
	reasoning		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.31		
Max:	4.00		
Std. Dev.:	0.80		
Skew:	2.61		
Value	Label	Freq.	Percent
	Students generally use a		
	single procedure or		
	reasoning approach to	83	3.1%
1	solve the problem or		
	type of problem. OR		0.2,
	There is no evidence of		
	how many approaches		
2	students are using.		
	Students generally use a		
	single procedure or		2.20/
	reasoning approach to	6	0.2%
	solve the problem or		
	type of problem. There		

3	is a brief use of a second procedure or reasoning approach by at least one student.  Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.  Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.		6	0.1% 0.2% 96.4%
Percentiles: 10%	25%	50%	75%	90%
	25/0	3070		
1	1	1	1	2

Name:	CCE3US_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 5c. Understan processes	ding of subject matter proce	dures and
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.89		
Max:	4.00		
Std. Dev.:	0.92		
Skew:	0.79		
Value	Label	Freq.	Percent
1	Students do not engage	40	1.5%

	in procedures or			
	processes. OR When			
	students engage with			
	procedures or processes			
	there is no evidence that			
	they attend to the			
	rationale for the			
	procedures and			
	processes.			
	When students engage			
	with procedures or			
	processes they			
2	occasionally attend to		36	1.3%
	the rationale for the			
	procedures and			
	processes.			
	When students engage			
	with procedures or			
	processes they			
3	sometimes attend to the		15	0.6%
	rationale for the			
	procedures and			
	processes.			
	When students engage			
	with procedures or			
_	processes they		_	
4	frequently attend to the		7	0.3%
	rationale for the			
	procedures and			
	processes.		2504	06.40/
•			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CCE0OV_S6
Type:	Numeric
Variable label:	Segment 6 - Domain 5 Overall cognitive engagement dimension
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	1.68

Max:	4.00			
Std. Dev.:	0.74			
Skew:	0.88			
Value	Label		Freq.	Percent
1			45	1.7%
2			41	1.5%
3			10	0.4%
4			2	0.1%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR1ES_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 6a. Eliciting s	tudent thinking	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.52		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	0.60		
Value	Label	Freq.	Percent
1	There is no student	3	0.1%
1	thinking present.	3	0.170
	There is a small		
	amount of student		
	thinking present.		
	Questions, prompts,		
	and tasks result in		
2	perfunctory student	53	2.0%
	contributions that only		
	concern answers,		
	procedures, or the		
	steps necessary for		
	solving a problem.		
	There is a moderate		
	amount of student		
2	thinking elicited.	20	1 10/
3	Questions, prompts,	30	1.1%
	and tasks result in		
	detailed student		

		contributions concerning answers, procedures, and the steps necessary for solving a problem. There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.		12	0.4% 96.4%
Perce		950/	<b>-0</b> 0/		
	10%	25%	50%	75%	90%
	2	2	2	2	4

Name:	CAR2TF_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 6b. Teacher feedbac	:k	
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.82		
Max:	4.00		
Std. Dev.:	0.84		
Skew:	0.67		
Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	42	1.6%

Percentiles: 10%	25%	50%	75%	90%
			2604	96.4%
4	complete. There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.		3	0.1%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners both limited and		18	0.7%
2	feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.		35	1.3%

Name:	CAR3AI_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 6c. Aligning in:	struction to present stude	ent understanding
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.57		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	-0.13		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle	14	0.5%

	mathematically	-ho	
	teacher does n		
	provide cues o		
	support studen	ints to	
	understanding.		
	The teacher rai	V USOS	
	students' contr		
	If students mak		
		errors	
2	or struggle	I	30 1.1%
	mathematically		
	teacher rarely		
	cues or hints to		
	student unders		
	The teacher so	etimes	
	uses students'		
	contributions. I		
	students make	rors or	
3	struggle		38 1.4%
3	mathematically	:he	36 1.476
	teacher someti	es	
	provides cues o	hints	
	to support stud	nt	
	understanding.		
	The teacher fre	uently	
	uses students'	,	
	contributions.		
	students make	rors or	
	struggle		
4	mathematically	·he	16 0.6%
	teacher freque		
	provides cues o	•	
	to support stud		
		IL.	
	understanding.	37	504 96.4%
•		26	504 96.4%
Percentiles:			
109	% 25%	50%	75% 90%
	1 2	3	3 4

Name: CAROOV\_S6
Type: Numeric

Variable label: Segment 6 - Domain 6 Overall assessment of student understanding

dimension

Unique values:	5			
Missing values:	2,604			
Min:	1.00			
Mean:	2.29			
Max:	4.00			
Std. Dev.:	0.72			
Skew:	0.19			
Value	Label		Freq.	Percent
1			11	0.4%
2			52	1.9%
3			31	1.1%
4			4	0.1%
			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CTIME_S6		
Type:	String		
Variable label:	Segment 6 - 1i. Time of le	sson in MM:SS (only code after la	st segment)
Unique values:	47		
Missing values:	2,618		
Value	Label	Freq.	Percent
		2618	96.9%
1:28:01		2	0.1%
1:28:14		2	0.1%
1:28:16		2	0.1%
1:28:25		1	0.0%
All other values		75	2.8%

Name:	CCM1RT_S7
Type:	Numeric
Variable label:	Segment 7 - Domain 1a. Routines
Unique values:	3
Missing values:	2,686
Min:	3.00
Mean:	3.81
Max:	4.00
Std. Dev.:	0.40
Skew:	-1.60

Value	Label		Freq.	Percent
3	A large proportion of routines are organized. Routines rarely waste time.		3	0.1%
4	All routines are organized. Routines do not waste time.		13	0.5%
			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM2MN_S7					
Type:	Numeric					
Variable label:	Segment 7 - Domain 1b. Monitoring					
Unique values:	4					
Missing values:	2,686					
Min:	2.00					
Mean:	3.38					
Max:	4.00					
Std. Dev.:	0.72					
Skew:	-0.66					
Value	Label	Freq.	Percent			
	The teacher					
2	occasionally monitors	2	0.1%			
	the entire classroom.					
	The teacher sometimes					
	monitors the entire					
3	classroom and	6	0.2%			
	monitoring may have					
	inconsistencies.					
	The teacher frequently					
4	monitors the entire	8	0.3%			
4	classroom and does so	0	0.576			
	consistently.					
		2686	99.4%			
Percentiles:						
10%	25%	50%	75% 90%			

Name:	CCM3DS_S7					
Type:	Numeric					
Variable label:	Segment 7 - Domain 1c. Disruptions					
Unique values:	3					
Missing values:	2,686					
Min:	3.00					
Mean:	3.94					
Max:	4.00					
Std. Dev.:	0.25					
Skew:	-3.61					
Value	Label		Freq.	Percent		
	The teacher generally					
	handles disruptions					
	effectively, but					
3	sometimes disruptions		1	0.0%		
	cause the class to lose					
	a small amount of					
	instructional time.					
	The teacher handles					
	disruptions quickly and					
	effectively so that					
4	instructional time may		15	0.6%		
	be interrupted but not					
	lost. OR There are no					
	disruptions.					
			2686	99.4%		
Percentiles:						
10%	25%	50%	75%	90%		
4	4	4	4	4		

Name: CCM0OV\_S7
Type: Numeric

Variable label: Segment 7 - Domain 1 Overall management dimension

Unique values: 3
Missing values: 2,686
Min: 3.00
Mean: 3.88

Max:	4.00			
Std. Dev.:	0.34			
Skew:	-2.27			
Value	Label		Freq.	Percent
3			2	0.1%
4			14	0.5%
•			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CSE1RP_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 2a. Respect		
Unique values:	4		
Missing values:	2,686		
Min:	2.00		
Mean:	3.25		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.00		
Value	Label	Freq.	Percent
	Teacher and students		
	sometimes and/or		
	inconsistently		
	demonstrate respect		
	for one another. There		
2	are 1-2 brief and/or	1	0.0%
	minor negative		
	interactions between		
	any student and the		
	teacher, or between		
	students.		
	Teacher and students		
	frequently		
	demonstrate respect		
	for one another,		
3	though there may be	10	0.4%
3	inconsistencies. There	10	0.470
	are no negative		
	interactions between		
	any student and the		
	teacher, or between		

4	students. Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.		5 2686	0.2% 99.4%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	CSE2EW_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 2b. Encourage	ement and warmth	
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.50		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.00		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared	2	0.1%
2	warmth. The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of	6	0.2%

3	shared warmth. The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth. The teacher and/or students frequently		6	0.2%	
4	provide encouragement to students throughout their work. There are frequent moments of shared warmth.		2	0.1%	
	snared warmtn.		2686	99.4%	
Percentiles:					
10%	25%	50%	75%	90%	
1	2	2.5	2.5	4	

Name:	CSE3RT_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 2c. Risk-taking		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.56		
Max:	4.00		
Std. Dev.:	1.09		
Skew:	-0.01		
Value	Label	Freq.	Percent
	Students do not seek		
	guidance. AND/OR	_	
1	Students do not	3	0.1%
	voluntarily share their		
	private work publicly.		
	Students rarely seek		
2	guidance. AND/OR	5	0.2%
	Students rarely		
	voluntarily share their		

3	private work publicly. Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly. Students frequently		4	0.1%
4	seek guidance. AND/OR Students frequently voluntarily share their private		4	0.1%
	work publicly.		2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2.5	2.5	4

Name:	CSE0OV_S7			
Type:	Numeric			
Variable label:	Segment 7 - Domain 2	2 Overall social-emot	ional support dimer	sion
Unique values:	4			
Missing values:	2,686			
Min:	2.00			
Mean:	2.75			
Max:	4.00			
Std. Dev.:	0.68			
Skew:	0.32			
Value	Label		Freq.	Percent
2			6	0.2%
3			8	0.3%
4			2	0.1%
			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	2

Name:	CDC1ND_S7			
Type:	Numeric			
Variable label:	Segment 7 - Domain 3a. N	ature of disco	ourse	
Unique values:	5			
Missing values:	2,686			
Min:	1.00			
Mean:	2.31			
Max:	4.00			
Std. Dev.:	0.95			
Skew:	-0.17			
Value	Label		Freq.	Percent
	Discourse is teacher-			
	directed. Students'			
1	discourse does not		4	0.1%
	include any detailed			
	contributions.			
	Discourse is frequently			
	teacher-directed.			
2	Students' discourse is		4	0.1%
	rarely characterized by			
	detailed contributions.			
	Discourse is sometimes			
	teacher-directed.			
	Students' discourse is		_	2 22/
3	sometimes		7	0.3%
	characterized by			
	detailed contributions.			
	Discourse is rarely			
	teacher-directed.			
	Students' discourse is			
4	frequently		1	0.0%
	characterized by			
	detailed contributions.			
			2686	99.4%
•			2000	33.170
Percentiles:				
10%	25%	50%	75%	90%
1	1.5	2.5	2.5	3

Name: CDC2Q	
Type:	Numeric

Variable label: Numeric

Segment 7 - Domain 3b. Questioning

Unique values: 5

Missing values:	2,686		
Min:	1.00		
Mean: Max:	2.12 4.00		
Std. Dev.:	0.89		
Skew:	0.35		
Value	Label	Freq.	Percent
value	Questions generally	ггец.	Percent
	request students recall,		
	report an answer,		
1	provide yes/no	4	0.1%
	answers, and/or define		
	terms.		
	Questions generally		
	request students recall,		
	report an answer,		
	provide yes/no		
	answers, and/or define		
2	terms although there	7	0.3%
	are some questions		
	that request student		
	summarize, explain,		
	classify, or apply rules,		
	processes, or formulas.		
	Despite a few		
	questions that request		
	students recall, report,		
	and /or define, most		
	questions request that		
	students summarize,		
3	explain, classify, or	4	0.1%
3	apply rules, processes,	4	0.170
	or formulas. There may		
	be a small number of		
	questions that request		
	students analyze,		
	synthesize, justify, or		
	conjecture.		
	Questions request a		
	mixture of recall,		
	reporting, defining,		
	summarizing,		
4	explaining, classifying,	1	0.0%
•	applying rules,	-	0.070
	processes, or formulas,		
	analyzing, synthesizing,		
	justifying, and/or		
	conjecturing, but the		

emphasis is on questions that request students analyze, synthesize, justify, or conjecture.

			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
4	4.5	2	2	2
1	1.5	2	2	3

Name:	CDC3EP_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 3c. Explanation	ns	
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.38		
Max:	4.00		
Std. Dev.:	0.81		
Skew:	0.02		
Value	Label	Freq.	Percent
	There are no explanations of why		
1	ideas or procedures are	2	0.1%
	the way they are either		
	by teacher or students.		
	Explanations generally		
2	focus on brief and/or	7	0.3%
	superficial features of		
	the mathematics.		
	Explanations focus on a		
	mixture of		
3	brief/superficial and	6	0.2%
	lengthy/deeper features of the		
	mathematics.		
	Explanations focus on		
4	lengthy/deeper features of the	1	0.0%
	mathematics.		
	mathematics.	2686	99.4%
•		2000	99.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC0OV_S7			
Type:	Numeric			
Variable label:	Segment 7 - Domain	3 Overall discourse	dimension	
Unique values:	5			
Missing values:	2,686			
Min:	1.00			
Mean:	2.31			
Max:	4.00			
Std. Dev.:	0.87			
Skew:	-0.02			
Value	Label		Freq.	Percent
1			3	0.1%
2			6	0.2%
3			6	0.2%
4			1	0.0%
			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CQS1EC_S7		_
Type:	Numeric		
Variable label:	Segment 7 - Domain 4a. Explicit c	connections	
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	1.88		
Max:	4.00		
Std. Dev.:	1.20		
Skew:	0.95		
Value	Label	Freq.	Percent
	There are no		
1	instructional connections between ideas, procedures,	9	0.3%

2	perspectives, representations, or equations. OR Connection(s) that are present are implicit. There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND		3	0.1%
3	Connection(s) are generally explicit, but vague. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief. There are at least two		1	0.0%
	instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are explicit and clear, and at least one is elaborated.		3 2686	0.1% 99.4%
Percentiles:	25%	50%	75%	90%
1	1	1	1	4

Type: Variable label: Unique values: Missing values: Min: Mean: Max: Std. Dev.: Skew:	Numeric Segment 7 - Domain 4b. Explicit patterns and generalizations 4 2,686 1.00 1.19 3.00 0.54 2.74				
Value	Label Neither the teacher nor	Freq.	Percent		
1	students look for patterns in the mathematical work. OR They do not generalize from the work. Teacher looks for	14	0.5%		
2	patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and	1	0.0%		
3	superficial. Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic	1	0.0%		

processes. They are clear, correct, and elaborated. If they generalize to

foundational concepts,

ideas, and/or definitions, the generalizations are somewhat muddled.

•			2686	99.4%
Percentiles:				
109	% 25%	50%	75%	90%
	1 1	1	1	2

Name:	CQS3CT_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 4c. Clarity		
Unique values:	4		
Missing values:	2,686		
Min:	2.00		
Mean:	3.56		
Max:	4.00		
Std. Dev.:	0.73		
Skew:	-1.30		
Value	Label	Freq.	Percent
	The mathematical		
	concepts, tasks,		
	student response		
	patterns, or discussions		
	in the lesson have		
	more murkiness than		
	clarity. There are at		
2	least two instances in	2	0.1%
2	which students	2	0.170
	demonstrate they do		
	not understand the		
	same logical element(s)		
	of the lesson. There is		
	a pattern to students'		
	behaviors around		
	clarity.		
3	The mathematical	3	0.1%
3	The mathematical	3	0.1%

concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical

The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances

in which students

demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of

the lesson.

. 2686 99.4%

0.4%

11

Percentiles:				
10%	25%	50%	75%	90%
2	3	4	4	4

Name: CQS0OV\_S7

Type: Numeric

4

Variable label: Segment 7 - Domain 4 Overall quality of subject matter dimension

Unique values: 4
Missing values: 2,686
Min: 1.00

Mean:	2.19			
Max:	3.00			
Std. Dev.:	0.66			
Skew:	-0.18			
Value	Label		Freq.	Percent
1			2	0.1%
2			9	0.3%
3			5	0.2%
			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CCE1DS_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 5a. Engageme	nt in cognitively demanding	subject matter
Unique values:	4		
Missing values:	2,686		
Min:	1.00		
Mean:	1.94		
Max:	3.00		
Std. Dev.:	0.77		
Skew:	0.10		
Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	5	0.2%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. Students sometimes	7	0.3%
3	engage in analyses, creation, or evaluation	4	0.1%

work that is cognitively rich and requires thoughtfulness.

	ŭ		2686	99.4%
Percentiles:	25%	50%	75%	90%
1	1	2	2	3

Name:	CCE2MA_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 5b. Multiple a <sub>l</sub>	pproaches to and perspectiv	res on
	reasoning		
Unique values:	4		
Missing values:	2,686		
Min:	1.00		
Mean:	1.25		
Max:	4.00		
Std. Dev.:	0.77		
Skew:	3.11		
Value	Label	Freq.	Percent
	Students generally use a		
	single procedure or		
	reasoning approach to		
1	solve the problem or	14	0.5%
_	type of problem. OR	<del>-</del> ·	0.075
	There is no evidence of		
	how many approaches		
	students are using.		
	Students generally use a		
	single procedure or		
	reasoning approach to		
	solve the problem or	_	2.00/
2	type of problem. There	1	0.0%
	is a brief use of a second		
	procedure or reasoning		
	approach by at least		
	one student.		
	Students generally use		
4	two procedures or	4	0.004
4	reasoning approaches	1	0.0%
	to solve the problem or		
	type of problem. OR		

Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.

•				2686	99.4%
Percer	ntiles:	25%	50%	75%	90%
	1	1	1	1	2

Name:	CCE3US_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 5c. Understand	ling of subject matter proc	edures and
	processes		
Unique values:	4		
Missing values:	2,686		
Min:	1.00		
Mean:	2.06		
Max:	3.00		
Std. Dev.:	0.85		
Skew:	-0.12		
Value	Label	Freq.	Percent
	Students do not engage		
	in procedures or		
	processes. OR When		
	students engage with		
1	procedures or processes	5	0.2%
1	there is no evidence that	3	0.270
	they attend to the		
	rationale for the		
	procedures and		
	processes.		
	When students engage		
	with procedures or		
	processes they		
2	occasionally attend to	5	0.2%
	the rationale for the		
	procedures and		
	processes.		
3	When students engage	6	0.2%
5	with procedures or	U	0.270

processes they sometimes attend to the rationale for the procedures and processes.

	·		2686	99.4%
Percentiles:	25%	50%	75%	90%
1	1	2	2	3

Name:	CCE0OV_S7					
Type:	Numeric					
Variable label:	Segment 7 - Domain 5 Overall cognitive engagement dimension					
Unique values:	4					
Missing values:	2,686					
Min:	1.00					
Mean:	1.69					
Max:	3.00					
Std. Dev.:	0.60					
Skew:	0.18					
Value	Label		Freq.	Percent		
1			6	0.2%		
2			9	0.3%		
3			1	0.0%		
•			2686	99.4%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	2	2	2		

Name:	CAR1ES_S7
Type:	Numeric
Variable label:	Segment 7 - Domain 6a. Eliciting student thinking
Unique values:	4
Missing values:	2,686
Min:	2.00
Mean:	2.56
Max:	4.00

Std. Dev.: Skew:	0.63 0.59			
Value	Label		Freq.	Percent
	There is a small			
	amount of student			
	thinking present.			
	Questions, prompts,			
	and tasks result in			
2	perfunctory student		8	0.3%
	contributions that only			
	concern answers,			
	procedures, or the			
	steps necessary for			
	solving a problem.			
	There is a moderate			
	amount of student			
	thinking elicited.			
	Questions, prompts,			
	and tasks result in			
3	detailed student		7	0.3%
	contributions			
	concerning answers,			
	procedures, and the			
	steps necessary for			
	solving a problem.			
	There is a lot of student			
	thinking present.			
	Questions, prompts,			
	and tasks result in a			
	mixture of student			
	contributions			
4	concerning answers,		1	0.0%
•	procedures, the steps		_	
	necessary for solving a			
	problem, ideas, and			
	concepts.			
	Contributions may be			
	detailed or			
	perfunctory.			
•			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	CAR2TF_S7			
Type:	_ Numeric			
Variable label:	Segment 7 - Domain 6b. T	eacher feedba	ick	
Unique values:	5			
Missing values:	2,686			
Min:	1.00			
Mean:	2.00			
Max:	4.00			
Std. Dev.:	0.89			
Skew:	0.58		Гиол	Downs
Value	Label		Freq.	Perce
	There is one or no			
	feedback loops.			
	Teacher and student			
1	exchanges address the		5	0.2
	mathematics in a			
	generally limited			
	manner.			
	There are a couple			
	feedback loops.			
	Teacher and student			
2	exchanges address the		7	0.3
	mathematics in a			
	generally limited			
	manner.			
	There are some			
	feedback loops.			
	Teacher and student			
	exchanges address the			
3	mathematics in a		3	0.1
	mixture of manners			
	both limited and			
	complete.			
	There are frequent			
	feedback loops.			
4	Teacher and student		1	0.0
	exchanges address the			
	mathematics in a			
	complete manner.			
			2686	99.4
Percentiles:				
10%	25%	50%	75%	90
1	1	2	2	

Name:	CAR3AI_S7		
Туре:	Numeric		
Variable label:	Segment 7 - Domain 6c. Aligning in	struction to present stude	nt understanding
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.62		
Max:	4.00		
Std. Dev.:	0.96		
Skew:	0.34		
Value	Label	Freq.	Percen
	The teacher does not		
	use students'		
	contributions. If		
	students make errors or		
1	struggle	1	0.0%
-	mathematically, the	-	0.070
	teacher does not		
	provide cues or hints to		
	support student		
	understanding.		
	The teacher rarely uses		
	students' contributions.		
	If students make errors		
2	or struggle	8	0.3%
_	mathematically, the	· ·	0.07
	teacher rarely provides		
	cues or hints to support		
	student understanding.		
	The teacher sometimes		
	uses students'		
	contributions. If		
	students make errors or		
3	struggle	3	0.1%
5	mathematically, the	3	0.17
	teacher sometimes		
	provides cues or hints		
	to support student		
	understanding.		
	The teacher frequently		
	uses students'		
4	contributions. If	4	0.1%
	students make errors or		
	struggle		

mathematically, the teacher frequently provides cues or hints to support student understanding.

	_		2686	99.4%
Dorcontiloc				
Percentiles: 10%	25%	50%	75%	90%
2	2	2	2	4

Name:	CAROOV_S7				
Type:	Numeric				
Variable label:	Segment 7 - Domain 6 Overall assessment of student understanding				
	dimension				
Unique values:	5				
Missing values:	2,686				
Min:	1.00				
Mean:	2.44				
Max:	4.00				
Std. Dev.:	0.81				
Skew:	0.59				
Value	Label		Freq.	Percent	
1			1	0.0%	
2			9	0.3%	
3			4	0.1%	
4			2	0.1%	
			2686	99.4%	
Percentiles:					
10%	25%	50%	75%	90%	
2	2	2	2	4	

Name:	CTIME_S7		
Type:	String		
Variable label:	Segment 7 - 1i. Time of lesson in N	MM:SS (only code after las	st segment)
Unique values:	9		
Missing values:	2,688		
Value	Label	Freq.	Percent

	2688	99.5%
1:44:40	1	0.0%
1:44:41	1	0.0%
1:44:47	2	0.1%
1:49:08	2	0.1%
All other values	6	0.2%

Name:	CCM1RT_S8				
Type:	Numeric				
Variable label:	Segment 8 - Domain 1	a. Routines			
Unique values:	2				
Missing values:	2,700				
Min:	3.00				
Mean:	3.00				
Max:	3.00				
Std. Dev.:	0.00				
Skew:					
Value	Label		Freq.	Percen	
	A large proportion of				
2	routines are organized	l.	2	0.10	
3	Routines rarely waste		2	0.1%	
	time.				
			2700	99.9%	
Percentiles:					
10%	25%	50%	75%	90%	
3	3	3	3	3	

Name:	CCM2MN_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 1b. Monitoring		
Unique values:	3		
Missing values:	2,700		
Min:	2.00		
Mean:	2.50		
Max:	3.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
2	The teacher	1	0.0%

occasionally monitors the entire classroom. The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.			1 2700	0.0% 99.9%
Percentiles:	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	CCM3DS_S8					
Type:	Numeric					
Variable label:	Segment 8 - Domain 1c. Disruptions					
Unique values:	2					
Missing values:	2,700					
Min:	4.00					
Mean:	4.00					
Max:	4.00					
Std. Dev.:	0.00					
Skew:	•					
Value	Label		Freq.	Percent		
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	0.1% 99.9%		
. Dercentiles:			2700	99.9%		
Percentiles: 10%	25%	E00/	75%	90%		
10%	۷۵%	50%	/3%	90%		
4	4	4	4	4		

Name: CCM0OV\_S8

Type: Numeric

Variable label: Segment 8 - Domain 1 Overall management dimension

 Unique values:
 2

 Missing values:
 2,700

 Min:
 3.00

 Mean:
 3.00

 Max:
 3.00

 Std. Dev.:
 0.00

Skew: .

Value	Label	Freq.	Percent
3		2	0.1%
		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	CSE1RP_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 2a. Respect		
Unique values:	3		
Missing values:	2,700		
Min:	3.00		
Mean:	3.50		
Max:	4.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	1	0.0%
4	Teacher and students frequently and consistently demonstrate respect for one another. There	1	0.0%

are no negative interactions between any student and the teacher, or between students.

•			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4

Name:	CSE2EW_S8			
Type:	Numeric			
Variable label:	Segment 8 - Domain 2b. E	ncouragemen	t and warmth	
Unique values:	2			
Missing values:	2,700			
Min:	2.00			
Mean:	2.00			
Max:	2.00			
Std. Dev.:	0.00			
Skew:				
Value	Label		Freq.	Percent
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	0.1% 99.9%
Percentiles:	25%	50%	75%	90%
10%	23/0	30/0	13/0	30%
2	2	2	2	2

Name:	CSE3RT_S8	
Type:	Numeric	

Variable label:	Segment 8 - Domain 2c. F	Risk-taking		
Unique values:	3			
Missing values:	2,700			
Min:	2.00			
Mean:	3.00			
Max:	4.00			
Std. Dev.:	1.41			
Skew:	0.00			
Value	Label		Freq.	Percent
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly. Students frequently seek guidance.		1	0.0%
4	AND/OR Students frequently voluntarily share their private work publicly.		1	0.0%
			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CSE0OV_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 2 Overall	social-emotional support dim	nension
Unique values:	3		
Missing values:	2,700		
Min:	2.00		
Mean:	2.50		
Max:	3.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
2		1	0.0%
3		1	0.0%
		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	CDC1ND_S8			
Type: Numeric				
Variable label:	Segment 8 - Domain 3a. N	lature of disco	urse	
Unique values:	2			
Missing values:	2,700			
Min:	4.00			
Mean:	4.00			
Max:	4.00			
Std. Dev.:	0.00			
Skew:				
Value	Label		Freq.	Percent
4	Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.		2	0.1%
Percentiles:	250/	500/	2700	99.9%
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	CDC2QT_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 3b. Questioning		
Unique values:	2		
Missing values:	2,700		
Min:	3.00		
Mean:	3.00		
Max:	3.00		
Std. Dev.:	0.00		
Skew:			
Value	Label	Freq.	Percent
	Despite a few		
3	questions that request	2	0.1%
	students recall, report,		

		2700		2700		99.9%
Percentiles: 10%	25%	50%	75%	90%		
3	3	3	3	3		

Name:	CDC3EP_S8					
Type:						
Variable label:	Segment 8 - Domain 3c. Explanations					
Unique values:	2					
Missing values:	2,700					
Min:	3.00					
Mean:	3.00					
Max:	3.00					
Std. Dev.:	0.00					
Skew:						
Value	Label		Freq.	Percent		
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	a	2	0.1%		
			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
3	3	3	3	3		

Name:	CDC0OV_S8			
Type:	Numeric			
Variable label:	Segment 8 - Domain 3	3 Overall discourse	dimension	
Unique values:	2			
Missing values:	2,700			
Min:	3.00			
Mean:	3.00			
Max:	3.00			
Std. Dev.:	0.00			
Skew:				
Value	Label		Freq.	Percent
3			2	0.1%
			2700	99.9%
Davisantilasi				
Percentiles:	250/	500/	750/	000/
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	CQS1EC_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 4a. Explicit co	onnections	
Unique values:	3		
Missing values:	2,700		
Min:	1.00		
Mean:	1.50		
Max:	2.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1	0.0%
2	There is one instructional connection between ideas, procedures,	1	0.0%

perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.

			2700	99.9%
Percentiles:	25%	50%	75%	90%
1	1	1.5	1.5	2

Name:	CQS2PG_S8					
Type:	Numeric					
Variable label:	Segment 8 - Domain 4b. Explicit patterns and generalizations					
Unique values:	2					
Missing values:	2,700					
Min:	1.00					
Mean:	1.00					
Max:	1.00					
Std. Dev.:	0.00					
Skew:						
Value	Label		Freq.	Percent		
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.		2	0.1%		
			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	1	1	1		

Name:	CQS3CT_S8
Type:	Numeric

Variable label: Unique values: Missing values: Min: Mean: Max: Std. Dev.:	Segment 8 - Domain 4c. Cl 2 2,700 3.00 3.00 3.00 0.00	arity		
Skew:	•			
Value 3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.		Freq.	Percent  0.1%
•	,		2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	CQS0OV_S8
Type:	Numeric
Variable label:	Segment 8 - Domain 4 Overall quality of subject matter dimension
Unique values:	2
Missing values:	2,700
Min:	2.00
Mean:	2.00
Max:	2.00
Std. Dev.:	0.00
Skew:	

Value	Label		Freq.	Percent
2			2	0.1%
			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	2

Name:	CCE1DS_S8			
Type:	Numeric			
Variable label:	Segment 8 - Domain 5a. Eı	ngagement in	cognitively demanding	subject matter
Unique values:	3			
Missing values:	2,700			
Min:	2.00			
Mean:	3.00			
Max:	4.00			
Std. Dev.:	1.41			
Skew:	0.00			
Value	Label		Freq.	Percent
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. Students frequently		1	0.0%
4	engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.		1	0.0%
	thoughtrumess.		2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name: CCE2MA\_S8
Type: Numeric

Variable label:	Segment 8 - Domain 5b. M reasoning	Iultiple appro	paches to and perspectives on	
Unique values:	2			
Missing values:	2,700			
Min:	1.00			
Mean:	1.00			
Max:	1.00			
Std. Dev.:	0.00			
Skew:				
Value	Label		Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.		2	0.1%
	Ç		2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	CCE3US_S8		_
Type:	Numeric		
Variable label:	Segment 8 - Domain 5c. Understan	ding of subject matter proced	dures and
	processes		
Unique values:	3		
Missing values:	2,700		
Min:	3.00		
Mean:	3.50		
Max:	4.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
	When students engage with procedures or processes they		0.004
3	sometimes attend to the rationale for the procedures and processes.	1	0.0%

When students engage
with procedures or

processes they

4 frequently attend to the

rationale for the procedures and processes.

. 2700 99.9%

0.0%

1

itiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4
			10% 25% 50% 3 3 3.5	10% 25% 50% 75%

Name:	CCE0OV_S8					
Type:	Numeric					
Variable label:	Segment 8 - Domain 5 Overall cognitive engagement dimension					
Unique values:	3					
Missing values:	2,700					
Min:	2.00					
Mean:	3.00					
Max:	4.00					
Std. Dev.:	1.41					
Skew:	0.00					
Value	Label		Freq.	Percent		
2			1	0.0%		
4			1	0.0%		
			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	3	3	4		

Name: CAR1ES\_S8
Type: Numeric

Variable label: Segment 8 - Domain 6a. Eliciting student thinking

Unique values: 3
Missing values: 2,700
Min: 3.00
Mean: 3.50

Max: Std. Dev.:	4.00 0.71			
Skew:	0.00		F	
Value	Label There is a moderate		Freq.	Percent
	amount of student			
	thinking elicited.			
	Questions, prompts,			
	and tasks result in			
3	detailed student		1	0.0%
	contributions			
	concerning answers,			
	procedures, and the			
	steps necessary for			
	solving a problem.			
	There is a lot of student			
	thinking present.			
	Questions, prompts,			
	and tasks result in a			
	mixture of student			
	contributions			
4	concerning answers,		1	0.0%
•	procedures, the steps		-	0.070
	necessary for solving a			
	problem, ideas, and			
	concepts.			
	Contributions may be			
	detailed or			
	perfunctory.			00.007
•			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4

Name:	CAR2TF_S8
Type:	Numeric
Variable label:	Segment 8 - Domain 6b. Teacher feedback
Unique values:	2
Missing values:	2,700
Min:	1.00
Mean:	1.00
Max:	1.00

Std. Dev.: Skew:	0.00			
Value	Label		Freq.	Percent
	There is one or no feedback loops. Teacher and student		·	
1	exchanges address the mathematics in a generally limited manner.		2	0.1%
			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	CAR3AI_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 6c. Aligning ins	truction to present stude	nt understanding
Unique values:	3		
Missing values:	2,700		
Min:	2.00		
Mean:	3.00		
Max:	4.00		
Std. Dev.:	1.41		
Skew:	0.00		
Value	Label	Freq.	Percent
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	1	0.0%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints	1	0.0%

to support student understanding.

	S		2700	99.9%
Percentiles:	25%	50%	75%	90%
2	2	3	3	4

Name:	CAROOV_S8				
Type:	Numeric				
Variable label:	Segment 8 - Domain 6 dimension	Overall assessmer	nt of student understan	ding	
Unique values:	3				
Missing values:	2,700				
Min:	2.00				
Mean:	2.50				
Max:	3.00				
Std. Dev.:	0.71				
Skew:	0.00				
Value	Label		Freq.	Percent	
2			1	0.0%	
3			1	0.0%	
			2700	99.9%	
Percentiles:					
10%	25%	50%	75%	90%	
2	2	2.5	2.5	3	

Name:	CTIME_S8		
Type:	String		
Variable label:	Segment 8 - 1i. Time of les	son in MM:SS (only code after las	st segment)
Unique values:	2		
Missing values:	2,700		
Value	Label	Freq.	Percent
		2700	99.9%
2:03:50		2	0.1%

Name:	FILE_TYPE		
Type:	String		
Variable label:	TALIS File Type		
Unique values:	1		
Missing values:	0		
Value	Label	Freq.	Percent
Component Rating		2702	100.0%

Name:	SEGMENT_1			_
Type:	Numeric			
Variable label:	Segment 1 rated			
Unique values:	1			
Missing values:	0			
Min:	1.00			
Mean:	1.00			
Max:	1.00			
Std. Dev.:	0.00			
Skew:	•			
Value	Label		Freq.	Percent
1	Yes		2702	100.0%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	11	1

Name:	SEGMENT_2		
Type:	Numeric		
Variable label:	Segment 2 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	1.00		
Max:	1.00		
Std. Dev.:	0.05		
Skew:	-21.15		
Value	Label	Freq.	Percent
0	No	6	0.2%
1	Yes	2696	99.8%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	1

Name:	SEGMENT_3			
Type:	Numeric			
Variable label:	Segment 3 rated			
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.92			
Max:	1.00			
Std. Dev.:	0.28			
Skew:	-3.03			
Value	Label		Freq.	Percent
0	No		223	8.3%
1	Yes		2479	91.7%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	SEGMENT_4			
Type:	Numeric			
Variable label:	Segment 4 rated			
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.31			
Max:	1.00			
Std. Dev.:	0.46			
Skew:	0.84			
Value	Label		Freq.	Percent
0	No		1875	69.4%
1	Yes		827	30.6%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	1

Name:	SEGMENT_5			
Type:	Numeric			
Variable label:	Segment 5 rated			
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.15			
Max:	1.00			
Std. Dev.:	0.36			
Skew:	1.95			
Value	Label		Freq.	Percent
0	No		2294	84.9%
1	Yes		408	15.1%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	1

Name:	SEGMENT_6			
Type:	Numeric			
Variable label:	Segment 6 rated			
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.04			
Max:	1.00			
Std. Dev.:	0.19			
Skew:	4.90			
Value	Label		Freq.	Percent
0	No		2602	96.3%
1	Yes		100	3.7%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name: SEGMENT\_7
Type: Numeric

Variable label: Segment 7 rated

 Unique values:
 2

 Missing values:
 0

 Min:
 0.00

 Mean:
 0.01

 Max:
 1.00

 Std. Dev.:
 0.08

 Skew:
 12.88

Value	Label	Freq.	Percent
0	No	2686	99.4%
1	Yes	16	0.6%

Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	SEGMENT_8			
Type:	Numeric			
Variable label:	Segment 8 rated			
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.00			
Max:	1.00			
Std. Dev.:	0.03			
Skew:	36.72			
Value	Label		Freq.	Percent
0	No		2700	99.9%
1	Yes		2	0.1%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name: SEGMENTS\_N

Type: Numeric

Variable label: Number of rated video segments

Unique values: 8
Missing values: 0
Min: 1.00

Mean:	3.42			
Max:	8.00			
Std. Dev.:	0.95			
Skew:	1.19			
Value	Label		Freq.	Percent
1			6	0.2%
2			217	8.0%
3			1652	61.1%
4			419	15.5%
5			308	11.4%
All other values			16	0.6%
Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	5

Name:	SEGMENTS_WITH_TIME					
Type:	Numeric Count of segments with a time stamp					
Variable label:						
Unique values:	3					
Missing values:	0					
Min:	1.00					
Mean:	1.06					
Max:	3.00					
Std. Dev.:	0.33					
Skew:	5.62					
Value	Label		Freq.	Percent		
1			2616	96.8%		
2			16	0.6%		
3			70	2.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	1	1	1		

Name: RATING\_LENGTH\_TIME

Type: String

Variable label: Segment time

Unique values: 1,121 Missing values: 0

Value	Label	Freq.	Percent
0:22:39		2	0.1%
0:23:24		2	0.1%
0:23:46		2	0.1%
0:24:25		2	0.1%
0:25:26		2	0.1%
All other values		2690	99.6%

Name:	INVALIDSKIP			
Type:	Numeric			
Variable label:	Invalid skip of rating i	tem		
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.00			
Max:	1.00			
Std. Dev.:	0.05			
Skew:	18.30			
Value	Label		Freq.	Percent
0	No		2694	99.7%
1	Yes		8	0.3%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	OUTOFRANGE		
Type:	Numeric		
Variable label:	Rating is out of range		
Unique values:	1		
Missing values:	0		
Min:	0.00		
Mean:	0.00		
Max:	0.00		
Std. Dev.:	0.00		
Skew:			
Value	Label	Freq.	Percent
0	No	2702	100.0%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	INVALIDSKIP_COUNT			
Type:	Numeric			
Variable label:	Count of invalid skips			
Unique values:	4			
Missing values:	0			
Min:	0.00			
Mean:	0.01			
Max:	23.00			
Std. Dev.:	0.45			
Skew:	50.57			
Value	Label		Freq.	Percent
0			2694	99.7%
1			6	0.2%
2			1	0.0%
23			1	0.0%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	OUTOFRANGE_COUN	T					
Type:	Numeric						
Variable label:	Count of out of range ratings  1 0						
Unique values:							
Missing values:							
Min:	0.00						
Mean: 0.00							
Max:	0.00						
Std. Dev.:	0.00						
Skew:							
Value	Label		Freq.	Percent			
0			2702	100.0%			
Percentiles:							
10%	25%	50%	75%	90%			
0	0	0	0	0			

Name:	FINAL_SEGMENTS_N						
Type:	Numeric Total number of segments for the video 8 0						
Variable label:							
Unique values:							
Missing values:							
Min:	1.00						
Mean:	3.41						
Max:	8.00						
Std. Dev.:	0.96						
Skew:	1.17						
Value	Label		Freq.	Percent			
1			6	0.2%			
2			230	8.5%			
3			1640	60.7%			
4			420	15.5%			
5			308	11.4%			
All other values			16	0.6%			
Percentiles:							
10%	25%	50%	75%	90%			
3	3	3	3	5			

Name:	SEG_FLAG			
Type:	Numeric			
Variable label:	Rater rated more seg	ments than the otl	ner rater for the same	video
Unique values:	2			
Missing values:	0			
Min:	0.00			
Mean:	0.01			
Max:	1.00			
Std. Dev.:	0.08			
Skew:	12.13			
Value	Label		Freq.	Percent
0	No		2684	99.3%
1	Yes		18	0.7%
Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	C

Name:	COM_SCORE_CM_N	IN_S1			
Type:	Numeric				
Variable label:	•	rating over compone	nts associated with Clas	ssroom	
	Management				
Unique values:	9				
Missing values:	0				
Min:	1.33				
Mean:	3.67				
Max:	4.00				
Std. Dev.:	0.36				
Skew:	-1.51				
Value	Label		Freq.	Percent	
1.333333			1	0.0%	
1.666667			4	0.1%	
2			8	0.3%	
2.333333			14	0.5%	
2.666667			59	2.2%	
All other values			2473	91.5%	
Percentiles:					
10%	25%	50%	75%	90%	
3.333333	3.666667	3.666667	3.666667	4	

Name:	COM_SCORE_SE_MN_S1			
Type:	Numeric			
Variable label:	Segment 1: Average rating over components associated with Social-Emotional			
	Support			
Unique values:	7			
Missing values:	0			
Min:	1.00			
Mean:	2.94			
Max:	4.00			
Std. Dev.:	0.57			
Skew:	0.03			
Value	Label	Freq.	Percent	
1		1	0.0%	
1.5		31	1.1%	
2		241	8.9%	
2.5		774	28.6%	
3		857	31.7%	
All other values		241	8.9%	

Percentiles:				
10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	COM_SCORE_DC_MN	N_S1				
Type:	Numeric					
Variable label:	Segment 1: Average rating over components associated with Discourse					
Unique values:	10					
Missing values:	0					
Min:	1.00					
Mean:	2.15					
Max:	4.00					
Std. Dev.:	0.58					
Skew:	0.13					
Value	Label		Freq.	Percent		
1			113	4.2%		
1.333333			283	10.5%		
1.666667			405	15.0%		
2			627	23.2%		
2.333333			528	19.5%		
All other values			342	12.7%		
Percentiles:						
10%	25%	50%	75%	90%		
1.333333	1.666667	2	2	3		

Name:	COM_SCORE_QS_MN_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over compo	nents associated with Qu	ality of Subject
	Matter		
Unique values:	7		
Missing values:	0		
Min:	1.00		
Mean:	1.62		
Max:	4.00		
Std. Dev.:	0.63		
Skew:	0.93		
Value	Label	Freq.	Percent
1		974	36.0%
1.5		751	27.8%
2		523	19.4%

2.5			320	11.8%	
3			87	3.2%	
All other values			9	0.3%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	1.5	1.5	2.5	

Name:	COM_SCORE_CE_M	N_S1				
Type:	Numeric					
Variable label:	Segment 1: Average	rating over compone	ents associated with C	Cognitive		
	Engagement					
Unique values:	10					
Missing values:	0 1.00					
Min:						
Mean:	1.60					
Max:	4.00					
Std. Dev.:	0.58					
Skew:	1.14					
Value	Label		Freq.	Percent		
1			760	28.1%		
1.333333			635	23.5%		
1.666667			560	20.7%		
2			336	12.4%		
2.333333			182	6.7%		
All other values			123	4.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	1.333333	1.333333	2.333333		

Name: COM\_SCORE\_AR\_MN\_S1

Type: Numeric

Variable label: Segment 1: Average rating over components associated with Assessment and

Response to Student Understanding

Unique values: 10
Missing values: 0
Min: 1.00
Mean: 2.30
Max: 4.00

Std. Dev.: Skew:	0.63 0.11				
Value	Label			Freq.	Percent
1				91	3.4%
1.333333				173	6.4%
1.666667				393	14.5%
2				512	18.9%
2.333333				526	19.5%
All other values				581	21.5%
Percentiles:					
10%		25%	50%	75%	90%
1.666667		2	2.333333	2.333333	3

Name:	COM_SCORE_CM_MN_S2						
Type: Variable label:	Numeric Segment 2: Average rating over components associated with Classroom						
							Management
	Unique values: Missing values: Min: Mean: Max: Std. Dev.: Skew:	11					
6							
1.33							
3.69							
4.00							
0.35							
-1.68							
Value	Label		Freq.	Percent			
1.3333333		1 3 11 17		0.0% 0.1% 0.4% 0.6% 1.5%			
1.6666667							
2			11				
2.3333333			17				
2.6666667			41				
All other values		2500		92.5%			
Percentiles:							
10%	25%	50%	75%	90%			
3.3333333	3.6666667	3.6666667	3.6666667	4			

Name: COM\_SCORE\_SE\_MN\_S2

Type: Numeric

Variable label: Segment 2: Average rating over components associated with Social-Emotional

Sup	port
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Unique values:	11
Missing values:	6
Min:	1.00
Mean:	2.98
Max:	4.00
Std. Dev.:	0.58
Skew:	0.00
Malina	1 - 1 - 1

Value	Label	Freq.	Percent
1		5	0.2%
1.5		27	1.0%
2		198	7.3%
2.25		1	0.0%
2.5		761	28.2%
All other values		1706	63.1%

Percentiles:				
10%	25%	50%	75%	90%
2.5	2.5	3	3	4

Name:	COM_SCORE_DC_MN_S2								
Type:	Numeric Segment 2: Average rating over components associated with Discourse								
Variable label:									
Unique values:	15								
Missing values:	6								
Min:	1.00								
Mean: Max: Std. Dev.:	2.27								
	4.00								
	0.59								
Skew:	0.14								
Value	Label		Freq.	Percent					
1			70	2.6%					
1.3333333			176	6.5%					
1.6666667			377 1 581	14.0% 0.0% 21.5%					
1.8333333									
2									
All other values			1495	55.3%					
Percentiles:									
10%	25%	50%	75%	90%					
1.6666667	2	2.3333333	2.3333333	3					

Name:	COM_SCORE_QS_MN_	S2				
Type:	Numeric					
Variable label:	Segment 2: Average rating over components associated with Quality of Subject					
	Matter					
Unique values:	10					
Missing values: Min: Mean:	6					
	1.00					
	1.58					
Max:	4.00					
Std. Dev.:	0.62					
Skew:	1.11					
Value	Label		Freq.	Percen		
1			1045	38.7%		
1.5			742	27.5%		
1.75			6	0.2%		
2			506	18.7%		
2.25			2	0.19		
All other values			128	4.7%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	1.5	1.5	2.5		

Name:	COM_SCORE_CE_MN_S2		
Type:	Numeric		
Variable label:	Segment 2: Average rating over	er components associated with Co	gnitive
	Engagement		
Unique values:	15		
Missing values:	6		
Min:	1.00		
Mean:	1.71		
Max:	4.00		
Std. Dev.:	0.64		
Skew:	1.02		
Value	Label	Freq.	Percent
1		616	22.8%
1.1666667		1	0.0%
1.3333333		575	21.3%
1.5		3	0.1%
1.6666667		557	20.6%
All other values		948	35.1%

Percentiles:				
10%	25%	50%	75%	90%
1	1.3333333	1.6666667	1.6666667	2.6666667

Name:	COM_SCORE_AR_MN	_S2					
Type:	Numeric						
Variable label:	Segment 2: Average rating over components associated with Assessment and Response to Student Understanding						
Unique values:	14						
Missing values:	6						
Min: Mean: Max: Std. Dev.:	1.00						
	2.47						
	4.00						
	0.63						
Skew:	0.02						
Value	Label		Freq.	Percent			
1			42	1.6%			
1.3333333			105	3.9%			
1.6666667			302	11.2%			
1.8333333			1 434	0.0% 16.1%			
2							
All other values			1312	48.6%			
Percentiles:							
10%	25%	50%	75%	90%			
1.6666667	2	2.3333333	2.3333333	3.3333333			

Name:	COM_SCORE_CM_MN_S3		
Type:	Numeric		
Variable label:	Segment 3: Average rating over componer	nts associated with Cl	assroom
	Management		
Unique values:	10		
Missing values:	236		
Min:	1.33		
Mean:	3.69		
Max:	4.00		
Std. Dev.:	0.36		
Skew:	-1.71		
Value	Label	Freq.	Percent
1.3333333		2	0.1%
1.6666667		2	0.1%

2			6	0.2%
2.3333333			21	0.8%
2.6666667			49	1.8%
All other values			2499	92.5%
Percentiles:				
10%	25%	50%	75%	90%
3.3333333	3.6666667	3.6666667	3.6666667	4

Name:	COM_SCORE_SE_MN_S3					
Type:	Numeric					
Variable label:	Segment 3: Average rating over components associated with Social-Emotional Support					
Unique values:	9					
Missing values:	236					
Min:	1.00					
Mean:	2.98					
Max:	4.00					
Std. Dev.:	0.59					
Skew:	0.00					
Value	Label		Freq.	Percent		
1			5	0.2%		
1.5			17	0.6%		
2			211	7.8%		
2.25			1	0.0%		
2.5			707	26.2%		
All other values			1051	38.9%		
Percentiles:						
10%	25%	50%	75%	90%		
2.5	2.5	3	3	4		

Name:	COM_SCORE_DC_MN_S3
Type:	Numeric
Variable label:	Segment 3: Average rating over components associated with Discourse
Unique values:	12
Missing values:	236
Min:	1.00
Mean:	2.31
Max:	4.00

Std. Dev.:	0.59			
Skew:	0.13			
Value	Label		Freq.	Percent
1			54	2.0%
1.3333333			143	5.3%
1.6666667			332	12.3%
1.8333333			1	0.0%
2			506	18.7%
All other values			1124	41.6%
Percentiles:				
10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3

Name:	COM_SCORE_QS_MN	_S3						
Type:	Numeric Segment 3: Average rating over components associated with Quality of Subject							
Variable label:								
	Matter							
Unique values:	8							
Missing values: Min: Mean: Max: Std. Dev.: Skew:	236							
	1.00							
	1.58							
	4.00							
	0.64							
	1.15							
Value	Label		Freq.	Percent				
1			1018	37.7%				
1.5			633	23.4% 16.2% 9.1%				
2			437					
2.5			247					
3			80	3.0%				
All other values			254	9.4%				
Percentiles:								
10%	25%	50%	75%	90%				
1	1	1.5	1.5	2.5				

Name: COM\_SCORE\_CE\_MN\_S3

Type: Numeric

Variable label: Segment 3: Average rating over components associated with Cognitive

Engagement	
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	0 0		
Unique values:	11		
Missing values:	236		
Min:	1.00		
Mean:	1.74		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	1.02		
Value	Label	Freq.	Percent
1		566	20.9%
1.3333333		490	18.1%
1.6666667		521	19.3%
2		320	11.8%
2.3333333		247	9.1%
All other values		427	15.8%

Percentiles:				
10%	25%	50%	75%	90%
1	1.3333333	1.6666667	1.6666667	2.6666667

Name: COM_SCORE_AR_		_S3				
Type:	Гуре: Numeric					
Variable label: Segment 3: Average rating over components Response to Student Understanding		s associated with Asses	ssment and			
Unique values:	11	-				
Missing values: 236	236					
Min:	1.00					
Mean:	2.51					
Max:	4.00					
Std. Dev.:	0.62					
Skew:	0.07					
Value	Label		Freq.	Percent		
1			22	0.8%		
1.3333333			78	2.9%		
1.6666667			264	9.8%		
2			383	14.2%		
2.3333333			484	17.9%		
All other values			988	36.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1.6666667	2	2.6666667	2.6666667	3.3333333		

Name:	COM_SCORE_CM_MN_S4				
Type:	Numeric Segment 4: Average rating over components associated with Classroom Management				
Variable label:					
Unique values: Missing values: Min: Mean: Max: Std. Dev.:	10				
	1,876				
	1.33				
	3.58				
	4.00				
	0.45				
Skew:	-1.51				
Value	Label		Freq.	Percent	
1.3333333			2	0.1%	
1.6666667			2	0.1%	
2			8	0.3%	
2.3333333			14	0.5%	
2.6666667			27	1.0%	
All other values			2589	95.8%	
Percentiles:					
10%	25%	50%	75%	90%	
3	3.3333333	3.6666667	3.6666667	4	

Name:	COM_SCORE_SE_MN_S4		
Type:	Numeric		
Variable label:	Segment 4: Average rating ov	er components associated with So	cial-Emotional
	Support		
Unique values:	7		
Missing values:	1,876		
Min:	1.50		
Mean:	2.89		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.00		
Value	Label	Freq.	Percent
1.5		19	0.7%
2		84	3.1%
2.5		244	9.0%
3		258	9.5%
3.5		156	5.8%
All other values		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	COM_SCORE_DC_	MN_S4				
Type:	Numeric Segment 4: Average rating over components associated with Discourse 13					
Variable label:						
Unique values:						
Missing values:	1,876					
Min:	1.00					
Mean:	2.23					
Max:	4.00					
Std. Dev.:	0.59					
Skew:	0.08					
Value	Label		Freq.	Percent		
1			24	0.9%		
1.3333333			69	2.6%		
1.5			1	0.0%		
1.6666667			120	4.4%		
2			174	6.4%		
All other values			2313	85.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1.3333333	1.6666667	2.3333333	2.3333333	3		

Name:	COM_SCORE_QS_MN_S4		
Type:	Numeric		
Variable label:	Segment 4: Average rating over comp	onents associated with Qu	uality of Subject
	Matter		
Unique values:	7		
Missing values:	1,876		
Min:	1.00		
Mean:	1.41		
Max:	3.50		
Std. Dev.:	0.55		
Skew:	1.43		
Value	Label	Freq.	Percent
1		442	16.4%
1.5		190	7.0%
2		121	4.5%

2.5			54	2.0%	
3			7	0.3%	
All other values			1876	69.4%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	1	1	2	

Name:	COM_SCORE_CE_M	1N_S4				
Type:	Numeric					
Variable label:	Segment 4: Average rating over components associated with Cognitive					
	Engagement					
Unique values:	12					
Missing values:	1,876					
Min:	1.00					
Mean:	1.67					
Max:	4.00					
Std. Dev.:	0.62					
Skew:	0.87					
Value	Label		Freq.	Percent		
1			227	8.4%		
1.3333333			149	5.5%		
1.6666667			172	6.4%		
2			106	3.9%		
2.1666667			1	0.0%		
All other values			1966	72.8%		
Percentiles:						
10%	25%	50%	75%	90%		
1	1	1.6666667	1.6666667	2.6666667		

Name: COM\_SCORE\_AR\_MN\_S4

Type: Numeric

Variable label: Segment 4: Average rating over components associated with Assessment and

Response to Student Understanding

Unique values: 11
Missing values: 1,876
Min: 1.00
Mean: 2.44
Max: 4.00

Std. Dev.:	0.63				
Skew:	0.04				
Value	Label			Freq.	Percent
1				17	0.6%
1.3333333				32	1.2%
1.6666667				105	3.9%
2				126	4.7%
2.3333333				169	6.3%
All other values				2108	78.0%
Percentiles:					
10%		25%	50%	75%	90%
1.6666667		2	2.3333333	2.3333333	3.3333333

Name:	COM_SCORE_CM_N	/IN_S5		
Type:	Numeric			
Variable label:	Segment 5: Average	rating over compone	ents associated with Cla	ssroom
	Management			
Unique values:	13			
Missing values:	2,296			
Min:	1.00			
Mean:	3.49			
Max:	4.00			
Std. Dev.:	0.52			
Skew:	-1.54			
Value	Label		Freq.	Percent
1			1	0.0%
1.3333333			3	0.1%
1.6666667			1	0.0%
2			6	0.2%
2.3333333			13	0.5%
All other values			2663	98.6%
D				
Percentiles:	250/	<b>50</b> 0/	750/	222/
10%	25%	50%	75%	90%
3	3.3333333	3.6666667	3.6666667	4

Name: COM\_SCORE\_SE\_MN\_S5

Type: Numeric

Variable label: Segment 5: Average rating over components associated with Social-Emotional

Support
9
2,296
1.00
2.80
4.00

 Min:
 1.00

 Mean:
 2.80

 Max:
 4.00

 Std. Dev.:
 0.56

 Skew:
 0.09

Unique values: Missing values:

Percentiles:				
10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	COM_SCORE_DC_	MN_S5				
Type:	Numeric					
Variable label:	Segment 5: Average rating over components associated with Discourse					
Unique values:	12					
Missing values:	2,296					
Min:	1.00					
Mean:	2.20					
Max:	4.00					
Std. Dev.:	0.61					
Skew:	0.04					
Value	Label		Freq.	Percent		
1			22	0.8%		
1.3333333			33	1.2%		
1.6666667			54	2.0%		
2			82	3.0%		
2.3333333			89	3.3%		
All other values			2421	89.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1.3333333	1.6666667	2.3333333	2.3333333	3		

Name:	COM_SCORE_QS_MN_	S5		
Type:	Numeric			
Variable label:	Segment 5: Average rat	ing over componen	ts associated with Qua	lity of Subject
	Matter			
Unique values:	7			
Missing values:	2,296			
Min:	1.00			
Mean:	1.38			
Max:	3.50			
Std. Dev.:	0.53			
Skew:	1.40			
Value	Label		Freq.	Percen
1			232	8.6%
1.5			82	3.0%
2			59	2.2%
2.5			25	0.9%
3			5	0.2%
All other values			2296	85.0%
Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	COM_SCORE_CE_MN_S5		
Type:	Numeric		
Variable label:	Segment 5: Average rating over	er components associated with Co	gnitive
	Engagement		
Unique values:	11		
Missing values:	2,296		
Min:	1.00		
Mean:	1.65		
Max:	4.00		
Std. Dev.:	0.62		
Skew:	0.97		
Value	Label	Freq.	Percent
1		108	4.0%
1.3333333		92	3.4%
1.6666667		78	2.9%
2		46	1.7%
2.3333333		38	1.4%
All other values		2322	85.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1.6666667	1.6666667	2.6666667

Name:	COM_SCORE_AR_N	1N_S5				
Type:	Numeric Segment 5: Average rating over components associated with Assessment and Response to Student Understanding					
Variable label:						
Unique values:	11	_				
Missing values:	2,296					
Min:	1.00					
Mean:	2.39					
Max:	4.00					
Std. Dev.:	0.66					
Skew:	0.03					
Value	Label		Freq.	Percent		
1			10	0.4%		
1.3333333			26	1.0%		
1.6666667			56	2.1%		
2			59	2.2%		
2.3333333			72	2.7%		
All other values			2399	88.8%		
Percentiles:						
10%	25%	50%	75%	90%		
1.6666667	2	2.3333333	2.3333333	3.3333333		

Name:	COM_SCORE_CM_MN_S6
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Classroom Management
Unique values:	8
Missing values:	2,604
Min:	2.00
Mean:	3.52
Max:	4.00
Std. Dev.:	0.47
Skew:	-1.08
Value	Label Freq. Percent
2	1 0.0%
2.3333333	4 0.1%

2.6666667			4	0.1%
3			10	0.4%
3.3333333			19	0.7%
All other values			2634	97.5%
Percentiles:				
10%	25%	50%	75%	90%
3	3.3333333	3.6666667	3.6666667	4

Name:	COM_SCORE_SE_MN_S	66		
Type:	Numeric			
Variable label:	Segment 6: Average rat	ing over componen	ts associated with Soci	ial-Emotional
	Support			
Unique values:	7			
Missing values:	2,604			
Min:	1.50			
Mean:	2.84			
Max:	4.00			
Std. Dev.:	0.51			
Skew:	0.16			
Value	Label		Freq.	Percent
1.5			1	0.0%
2			9	0.3%
2.5			35	1.3%
3			33	1.2%
3.5			16	0.6%
All other values			2604	96.4%
Percentiles:				
10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	COM_SCORE_DC_MN_S6
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Discourse
Unique values:	10
Missing values:	2,604
Min:	1.00
Mean:	2.07
Max:	3.67

Std. Dev.: Skew:	0.60 0.36			
Value	Label		Freq.	Percent
1			4	0.1%
1.3333333			17	0.6%
1.6666667			11	0.4%
2			24	0.9%
2.3333333			21	0.8%
All other values			2613	96.7%
Percentiles:				
10%	25%	50%	75%	90%
1.3333333	1.6666667	2	2	2.6666667

Name:	COM_SCORE_QS_MN_S6				
Type:	Numeric Segment 6: Average rating over components associated with Quality of Subject				
Variable label:					
	Matter				
Unique values:	7				
Missing values:	2,604				
Min:	1.00				
Mean:	1.44				
Max:	3.50				
Std. Dev.:	0.56				
Skew:	1.50				
Value	Label		Freq.	Percent	
1			47	1.7%	
1.5			28	1.0%	
2			15	0.6%	
2.5			5	0.2%	
3			1	0.0%	
All other values			2604	96.4%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	1.5	1.5	2	

Name: COM\_SCORE\_CE\_MN\_S6

Type: Numeric

Variable label: Segment 6: Average rating over components associated with Cognitive

	Engagement
Unique values:	10
Missing values:	2,604
Min:	1.00
Mean:	1.70
Max:	4.00
Std. Dev.:	0.72
Skew:	1.21
Value	Lahel

Value	Label	Freq.	Percent
1		28	1.0%
1.3333333		17	0.6%
1.6666667		22	0.8%
2		11	0.4%
2.3333333		6	0.2%
All other values		2612	96.7%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1.6666667	1.6666667	2.6666667

Name:	COM_SCORE_AR_MN_S6						
Type:	Numeric						
Variable label:	Segment 6: Average rating over components associated with Assessment and Response to Student Understanding						
Unique values:		11					
Missing values:	2,604						
Min:	1.00						
Mean: Max:	2.30						
	4.00						
Std. Dev.:	0.67						
Skew:	0.50						
Value	Label		Freq.	Percent			
1			1	0.0%			
1.3333333			9	0.3%			
1.6666667			14	0.5%			
2			25	0.9%			
2.3333333			15	0.6%			
All other values			2626	97.2%			
Percentiles:							
10%	25%	50%	75%	90%			
1.3333333	2	2.1666667	2.1666667	3.3333333			

Name:	COM_SCORE_CM_MN_S7				
Type:	Numeric				
Variable label:	Segment 7: Average	rating over compone	ents associated with Cla	ssroom	
	Management				
Unique values:	5				
Missing values:	2,686				
Min:	2.67				
Mean:	3.71				
Max:	4.00				
Std. Dev.:	0.38				
Skew:	-1.61				
Value	Label		Freq.	Percent	
2.6666667			1	0.0%	
3			1	0.0%	
3.6666667			7	0.3%	
4			7	0.3%	
			2686	99.4%	
Percentiles:					
10%	25%	50%	75%	90%	
3	3.6666667	3.6666667	3.6666667	4	

Name:	COM_SCORE_SE_MN_S7		
Type:	Numeric		
Variable label:	Segment 7: Average rating over com	nponents associated with So	cial-Emotional
	Support		
Unique values:	6		
Missing values:	2,686		
Min:	2.00		
Mean:	2.88		
Max:	4.00		
Std. Dev.:	0.56		
Skew:	0.80		
Value	Label	Freq.	Percent
2		1	0.0%
2.5		7	0.3%
3		5	0.2%
3.5		1	0.0%
4		2	0.1%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2.5	2.5	2.75	2.75	4

Name:	COM_SCORE_DC_MN_S7					
Type:	Numeric					
Variable label:	Segment 7: Averag	ge rating over compo	nents associated with D	iscourse		
Unique values:	9					
Missing values:	2,686					
Min:	1.00					
Mean:	2.27					
Max:	3.67					
Std. Dev.:	0.73					
Skew:	0.01					
Value	Label		Freq.	Percent		
1			1	0.0%		
1.3333333			2	0.1%		
1.6666667			1	0.0%		
2			4	0.1%		
2.3333333			1	0.0%		
All other values			2690	99.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1.3333333	1.8333333	2.1666667	2.1666667	3		

Name:	COM_SCORE_QS_MN_S7		
Type:	Numeric		
Variable label:	Segment 7: Average rating over com	ponents associated with Qu	ality of Subject
	Matter		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	1.53		
Max:	2.50		
Std. Dev.:	0.59		
Skew:	0.63		
Value	Label	Freq.	Percent
1		7	0.3%
1.5		4	0.1%
2		2	0.1%

2.5		3 2686		0.1% 99.4%	
Percentiles:					
10%	25%	50%	75%	90%	
1	1	1.5	1.5	2.5	

Name:	COM_SCORE_CE_MN_	<u>_</u> S7					
Type:	Numeric						
Variable label:	Segment 7: Average rating over components associated with Cognitive						
	Engagement						
Unique values:	5						
Missing values:	2,686						
Min:	1.00						
Mean:	1.75						
Max:	3.33						
Std. Dev.:	0.61						
Skew:	0.68						
Value	Label		Freq.	Percent			
1			4	0.1%			
1.3333333			2	0.1%			
2			9	0.3%			
3.3333333			1	0.0%			
			2686	99.4%			
Percentiles:							
10%	25%	50%	75%	90%			
1	1.1666667	2	2	2			

Name:	COM_SCORE_AR_MN_S7
Type:	Numeric
Variable label:	Segment 7: Average rating over components associated with Assessment and
	Response to Student Understanding
Unique values:	7
Missing values:	2,686
Min:	1.67
Mean:	2.40
Max:	3.67
Std. Dev.:	0.66
Skew:	0.86

Value	Label		Freq.	Percent
1.6666667			3	0.1%
2			4	0.1%
2.3333333			4	0.1%
2.6666667			2	0.1%
3.3333333			1	0.0%
All other values			2686	99.4%
Percentiles:				
10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3.6666667

Name:	COM_SCORE_CM_I	VIN_S8			
Type:	Numeric Segment 8: Average rating over components associated with Classroom Management				
Variable label:					
Unique values:	3				
Missing values:	2,700				
Min:	3.00				
Mean:	3.17				
Max:	3.33				
Std. Dev.:	0.24				
Skew:	-0.00				
Value	Label		Freq.	Percent	
3			1	0.0%	
3.3333333			1	0.0%	
			2700	99.9%	
Percentiles:					
10%	25%	50%	75%	90%	
3	3	3.1666667	3.1666667	3.3333333	

Name:	COM_SCORE_SE_MN_S8
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Social-Emotional
	Support
Unique values:	3
Missing values:	2,700
Min:	2.50
Mean:	2.75

Max:	3.00			
Std. Dev.:	0.35			
Skew:	0.00			
Value	Label		Freq.	Percent
2.5			1	0.0%
3			1	0.0%
			2700	99.9%
Percentiles:				
10%	25%	50%	75%	90%
2.5	2.5	2.75	2.75	3

Name:	COM_SCORE_DC_	MN_S8					
Type:	Numeric						
Variable label:	Segment 8: Average rating over components associated with Discourse						
Unique values:	2						
Missing values: Min: Mean: Max:	2,700						
	3.33						
	3.33						
	3.33						
Std. Dev.:	0.00						
Skew:	•						
Value	Label		Freq.	Percent			
3.3333333			2	0.1%			
•			2700	99.9%			
Dorgontilog							
Percentiles:	250/	Γ00/	750/	000/			
10%	25%	50%	75%	90%			
3.3333333	3.3333333	3.3333333	3.3333333	3.3333333			

Name:	COM_SCORE_QS_MN_S8
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Quality of Subject
	Matter
Unique values:	3
Missing values:	2,700
Min:	1.00
Mean:	1.25
Max:	1.50
Std. Dev.:	0.35

Skew:	0.00			
Value	Label		Freq.	Percent
1			1	0.0%
1.5			1	0.0%
			2700	99.9%
Percentiles:				
10%	25%	6 50%	75%	90%
1		1.25	1.25	1.5

Name:	COM_SCORE_CE_MN_	_S8				
Type:	Numeric					
Variable label:	Segment 8: Average rating over components associated with Cognitive					
	Engagement					
Unique values:	3					
Missing values:	2,700					
Min:	2.00					
Mean:	2.50					
Max:	3.00					
Std. Dev.:	0.71					
Skew:	0.00					
Value	Label		Freq.	Percent		
2			1	0.0%		
3			1	0.0%		
			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
2	2	2.5	2.5	3		

Name: COM\_SCORE\_AR\_MN\_S8

Type: Numeric

Variable label: Segment 8: Average rating over components associated with Assessment and

Response to Student Understanding

Unique values: 3
Missing values: 2,700
Min: 2.00
Mean: 2.50
Max: 3.00
Std. Dev.: 0.71

Skew:	0.00				
Value	Label			Freq.	Percent
2				1	0.0%
3				1	0.0%
				2700	99.9%
Percentile	es:				
	10%	25%	50%	75%	90%
	2	2	2.5	2.5	3

Name:	COM_SCORE_TOT_C	_S1					
Type:	Numeric						
Variable label:	Segment 1: Average rating over all 16 components						
Unique values:	40						
Missing values: Min:	0						
	1.31						
Mean:	2.39						
Max: Std. Dev.:	3.69						
	0.37						
Skew:	0.22						
Value	Label		Freq.	Percent			
1.3125			2	0.1%			
1.375			3	0.1%			
1.4375			1	0.0% 0.1%			
1.5			4				
1.5625	11		11	0.4%			
All other values			2660	98.4%			
Percentiles:							
10%	25%	50%	75%	90%			
1.9375	2.125	2.375	2.375	2.875			

Name:	COM_SCORE_TOT_C_S2
_	

Type: Numeric

Variable label: Segment 2: Average rating over all 16 components

Unique values: 47
Missing values: 6
Min: 1.44
Mean: 2.47
Max: 4.00

Std. Dev.:	0.38			
Skew:	0.35			
Value	Label		Freq.	Percent
1.4375			3	0.1%
1.5			3	0.1%
1.5625			6	0.2%
1.625			11	0.4%
1.6875			15	0.6%
All other values			2630	97.3%
Percentiles:				
10%	25%	50%	75%	90%
2	2.1875	2.4375	2.4375	3

Name:	COM_SCORE_TOT_0	C_S3					
Type:	Numeric						
Variable label:	Segment 3: Average rating over all 16 components						
Unique values: Missing values: Min: Mean: Max: Std. Dev.:	42						
	236						
	1.38						
	2.49						
	3.88						
	0.39						
Skew:	0.44						
Value	Label		Freq.	Percent			
1.375			1	0.0%			
1.4375			1	0.0%			
1.5			3	0.1% 0.1% 0.2%			
1.5625			4				
1.625			6				
All other values			2673	98.9%			
Percentiles:							
10%	25%	50%	75%	90%			
2	2.25	2.4375	2.4375	3			

Name: COM\_SCORE\_TOT\_C\_S4

Type: Numeric

Variable label: Segment 4: Average rating over all 16 components

Unique values: 39

Missing values:	1,876			
Min:	1.31			
Mean:	2.40			
Max:	3.69			
Std. Dev.:	0.37			
Skew:	0.23			
Value	Label		Freq.	Percent
1.3125			2	0.1%
1.375			1	0.0%
1.5			1	0.0%
1.5625			2	0.1%
1.625			6	0.2%
All other values			2678	99.1%
Percentiles:				
10%	25%	50%	75%	90%
1.9375	2.125	2.375	2.375	2.875

Name:	COM_SCORE_TOT_0	C_S5				
Type:	Numeric					
Variable label:	Segment 5: Average rating over all 16 components					
Unique values:	35					
Missing values:	2,296					
Min:	1.38					
Mean:	2.35					
Max:	3.62					
Std. Dev.:	0.38					
Skew:	0.12					
Value	Label		Freq.	Percent		
1.375			2	0.1%		
1.4375			1	0.0%		
1.5			1	0.0%		
1.5625			2	0.1%		
1.625			6	0.2%		
All other values			2682	99.3%		
Percentiles:						
10%	25%	50%	75%	90%		
1.875	2.0625	2.3125	2.3125	2.875		

Name:	COM_SCORE_TOT_0	C_S6				
Type:	Numeric Segment 6: Average rating over all 16 components 28					
Variable label:						
Unique values:						
Missing values: Min: Mean: Max:	2,604					
	1.44					
	2.34					
	3.69					
Std. Dev.:	0.39					
Skew:	0.87					
Value	Label		Freq.	Percen		
1.4375			1	0.0%		
1.6875			1	0.0%		
1.75			3	0.1%		
1.8125			3			
1.875	2		2	0.1%		
All other values			2690	99.6%		
Percentiles:						
10%	25%	50%	75%	90%		
1.875	2.0625	2.3125	2.3125	2.8125		

Name: COM_SCORE_TOT_C_S7				
Type:	Numeric			
Variable label:	Segment 7: Average	e rating over all 16 co	omponents	
Unique values:	12			
Missing values:	2,686			
Min:	1.88			
Mean:	2.45			
Max:	3.31			
Std. Dev.:	0.44			
Skew:	0.44			
Value	Label		Freq.	Percent
1.875			1	0.0%
1.9375			2	0.1%
2.125			1	0.0%
2.1875			3	0.1%
2.3125			1	0.0%
All other values			2693	99.7%
Percentiles:				
10%	25%	50%	75%	90%
1.9375	2.15625	2.34375	2.34375	2.9375

Name:	COM_SCORE_TOT_	C_S8				
Type:	Numeric					
Variable label:	Segment 8: Average rating over all 16 components					
Unique values:	3					
Missing values:	2,700					
Min:	2.44					
Mean:	Mean: 2.66					
Max:	2.88					
Std. Dev.:	0.31					
Skew:	0.00					
Value	Label		Freq.	Percent		
2.4375			1	0.0%		
2.875			1	0.0%		
			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
2.4375	2.4375	2.65625	2.65625	2.875		

Name:	COM_SCORE_INSTRUCT_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over all 11	components associated with	the
	Instruction domain		
Unique values:	30		
Missing values:	0		
Min:	1.00		
Mean:	1.94		
Max:	3.55		
Std. Dev.:	0.46		
Skew:	0.39		
Value	Label	Freq.	Percent
1		15	0.6%
1.090909		27	1.0%
1.181818		70	2.6%
1.272727		105	3.9%
1.363636		118	4.4%
All other values		2225	82.3%

Percentiles:

90%	75%	50%	25%	10%
2.545455	1.909091	1.909091	1.636364	1.363636

Name:	COM_SCORE_INSTRUCT_S2				
Type:	Numeric				
Variable label:	Segment 2: Average rati Instruction domain	ng over all 11 comp	onents associated v	with the	
Unique values: 39					
Missing values:	6				
Min:	1.00				
Mean:	2.05				
Max:	4.00				
Std. Dev.:	0.48				
Skew:	0.52				
Value	Label		Freq.	Percent	
1			7	0.3%	
1.0909091			25	0.9%	
1.1818182			33	1.2%	
1.2727273			49	1.8%	
1.3636364			89	3.3%	
All other values			2391	88.5%	
Percentiles:					
10%	25%	50%	75%	90%	
1.4545455	1.7272727	2	2	2.7272727	

Name:	COM_SCORE_INSTRUCT_S3		
Type:	Numeric		
Variable label:	Segment 3: Average rating over all 11 com	ponents associated wit	th the
	Instruction domain		
Unique values:	35		
Missing values:	236		
Min:	1.00		
Mean:	2.07		
Max:	3.91		
Std. Dev.:	0.48		
Skew:	0.58		
Value	Label	Freq.	Percent
1		3	0.1%
1.0909091		13	0.5%
1.1818182		26	1.0%

1.2727273		38		
1.3636364			79	2.9%
All other values			2445	90.5%
Percentiles:				
10%	25%	50%	75%	90%
1.4545455	1.7272727	2	2	2.7272727

Name:	COM_SCORE_INSTRU	JCT_S4				
Type:	Numeric					
Variable label:	Segment 4: Average rating over all 11 components associated with the					
	Instruction domain					
Unique values:	30					
Missing values:	1,876					
Min:	1.00					
Mean:	1.99					
Max:	3.55					
Std. Dev.:	0.46					
Skew:	0.44					
Value	Label		Freq.	Percent		
1			5	0.2%		
1.0909091			7	0.3%		
1.1818182			9	0.3%		
1.2727273			27	1.0%		
1.3636364			29	1.1%		
All other values			2585	95.7%		
Daniel Maria						
Percentiles:	250/	500/	750/	000/		
10%	25%	50%	75%	90%		
1.4545455	1.6363636	1.9090909	1.9090909	2.6363636		

Name:	COM_SCORE_INSTRUCT_S5
Type:	Numeric
Variable label:	Segment 5: Average rating over all 11 components associated with the
	Instruction domain
Unique values:	29
Missing values:	2,296
Min:	1.00
Mean:	1.95
Max:	3.45

Std. Dev.:	0.47			
Skew:	0.30			
Value	Label		Freq.	Percent
1			5	0.2%
1.0909091			7	0.3%
1.1818182			9	0.3%
1.2727273			13	0.5%
1.3636364			15	0.6%
All other values			2635	97.5%
Percentiles:				
10%	25%	50%	75%	90%
1.3636364	1.6363636	1.9090909	1.9090909	2.5454545

Name:	COM_SCORE_INSTRI	JCT_S6				
Type:	Numeric Segment 6: Average rating over all 11 components associated with the					
Variable label:						
	Instruction domain					
Unique values:	24					
Missing values:	2,604					
Min:	1.09					
Mean:	1.92					
Max:	3.55					
Std. Dev.:	0.51					
Skew:	0.89					
Value	Label		Freq.	Percent		
1.0909091			2	0.1%		
1.1818182			5	0.2%		
1.2727273			3	0.1%		
1.3636364			6	0.2%		
1.4545455			2	0.1%		
All other values			2678	99.1%		
Percentiles:	250/	F00/	750/	000/		
10%	25%	50%	75%	90%		
1.2727273	1.6363636	1.9090909	1.9090909	2.5454545		

Name: COM\_SCORE\_INSTRUCT\_S7

Type: Numeric

Variable label: Segment 7: Average rating over all 11 components associated with the

Instruction domain

1.5909091

1.3636364

Unique values:	11				
Missing values:	2,686				
Min:	1.27				
Mean:	2.03				
Max:	3.00				
Std. Dev.:	0.54				
Skew:	0.25				
Value	Label			Freq.	Percent
1.2727273				1	0.0%
1.3636364				2	0.1%
1.5454545				1	0.0%
1.6363636				2	0.1%
2				3	0.1%
All other values				2691	99.6%
Percentiles:					
10%		25%	50%	75%	90%

2

2

2.7272727

Name:	COM_SCORE_INSTRUCT_S8					
Type:	Numeric					
Variable label:	Segment 8: Average rating over all 11 components associated with the Instruction domain					
Unique values:	3 2,700					
Missing values:						
Min:	2.27 2.50					
Mean:						
Max:	2.73					
Std. Dev.:	0.32					
Skew:	0.00					
Value	Label		Freq.	Percent		
2.2727273			1	0.0%		
2.7272727			1	0.0%		
•			2700	99.9%		
Percentiles:						
10%	25%	50%	75%	90%		
2.2727273	2.2727273	2.5	2.5	2.7272727		

Name:	DATE_RATE			
Type:	Numeric			
Variable label: Date of Rating				
Unique values: 121 Missing values: 34 Min: 21518.00 Mean: 21559.02				
Max:	21639.00			
Std. Dev.:	25.05			
Skew:	0.35			
Value	Label		Freq.	Percent
30/11/18			6	0.2%
03/12/18			79	2.9%
04/12/18			77	2.8%
05/12/18			45	1.7%
06/12/18			75	2.8%
All other values			2344	86.8%
Percentiles:				
10%	25%	50%	75%	90%
06/12/18	19/12/18	14/01/19	14/01/19	05/02/19

Name:	IDDATE		
Type:	String		
Variable label:	Date of Filming		
Unique values:	252		
Missing values:	0		
Value	Label	Freq.	Percent
01022018		2	0.1%
01032018		22	0.8%
01052018		2	0.1%
01062018		4	0.1%
01082018		4	0.1%
All other values		2664	98.6%