Benchmark # 1 Analysis Protocol
Interpret the Data: *What does the data say?*

1. **Identify trends and patterns in the more successful essential (promise) standards.**

    A. What was the content and level of cognition of the standard?

The students displayed a mastery of the following standards:

Most of our students did very well on questions #1 and #2. The standard is using mental strategies to add and subtract from 0-20.

    B. What instructional strategies were used to teach the standard?

We just completed Chapter 1 which covered all of the mental strategies to add and subtract. We also use math flashcards and timed tests to reinforce memorization of math facts and touch math for struggling learners.

2. **Identify trends and patterns in the less successful essential (promise) standards.**

    A. What was the content and level of cognition of the standard?

The follow standards were not successful with this benchmark at this time:

C.C.2.1.2.B.2 - Use place-value concepts to read, write, and skip count to 1,000

C.C.2.2.2.A.A - Represent and solve problems involving addition and subtraction within 100

C.C.2.1.2.B.3 - Use place-value understanding and properties of operations to add and subtract within 1,000

C.C.2.4.2.A.3 - Solve problems and make change using coins and paper c
urrency with appropriate symbols

C.C.2.4.2.A.2 - Tell and write time to the nearest 5 minutes using both analog and digital clocks

    B. What instructional strategies were used to teach the standard?

We have yet to cover 5 of the 6 essential standards at this point in the year. So our students only did well on 1 essential standard so far.

3. Identify trends/patterns in less successful test items.

A. Do any of the responses stand out?

The least successful items were expanded form, adding and subtracting with regrouping, money and telling time.

B. Which questions had a high number of correct responses?

Questions 1 and 2 were most successful. Many students had success on question 8 (writing the number from word form to standard form). Some students were successful on addition problems without regrouping.

C. What was the level of thinking or cognition of these items?

DOK level 1 (simple calculations)

D. What question(s) seem most difficult for students?

Our students were not successful on #'s 3-30 because they have not been exposed to the content at this point in the school year. Questions 3-30 were most difficult, with the exception of questions 8, 9, 13 and 19 for some students.

E. Did the students struggle with content, level of cognition, or context of the item?

The students struggled with the content because they weren't exposed to it at all yet.

F. What learning needs are evident?

Students need to be exposed to the content and to practice the skills before mastery is expected.

4. Identify trends/patterns of successful and unsuccessful students groups.

A. Were there some student groups that outperformed others? What were some potential causes?

The higher level readers were able to get more problems correct where they had to read (word problems, write the number, etc.)

B. Were there some student groups that underperformed others? What were some potential causes?

The lower level readers and the learning support students in general did not do well. The causes could be attributed to not being exposed to the content and/or not having the confidence to complete the problems independently.

5. Identify what essential (promise) standards all students and or targeted students need support in mastering based on benchmark data analysis.

C.C.2.2.2.A.2 - Use mental strategies to add and subtract within 20

C.C.2.1.2.B.2 - Use place-value concepts to read, write, and skip count to 1,000

C.C.2.2.2.A.A - Represent and solve problems involving addition and subtraction within 100

C.C.2.1.2.B.3 - Use place-value understanding and properties of operations to add and subtract within 1,000

C.C.2.4.2.A.3 - Solve problems and make change using coins and paper currency with appropriate symbols

C.C.2.4.2.A.2 - Tell and write time to the nearest 5 minutes using both analog and digital clocks

Create a Data-Driven Action Plan

6. Determine what essential (promise) standards will be retaught. What is the appropriate time to re-teach based on the instructional pacing guide?

C.C.2.2.2.A.2 - Use mental strategies to add and subtract within 20

C.C.2.1.2.B.2 - Use place-value concepts to read, write, and skip count to 1,000

C.C.2.2.2.A.A - Represent and solve problems involving addition and subtraction within 100

C.C.2.1.2.B.3 - Use place-value understanding and properties of operations to add and subtract within 1,000

C.C.2.4.2.A.3 - Solve problems and make change using coins and paper currency with appropriate symbols

C.C.2.4.2.A.2 - Tell and write time to the nearest 5 minutes using both analog and digital clocks

7. Align the content and cognition of these essential (promise) standards to the appropriate curriculum and instruction.

    A. What instructional strategies are appropriate?

Teacher modeling
Drill and practice
E&I time
Touch math
Xtramath.org
Timed tests
Flashcards
Small group instruction

    B. How will the re-teach be different from the initial instruction?

There is not re-teaching yet due to the fact that this is the first benchmark assessment. We need to introduce the content and expose students to the material before analyzing what re-teaching strategies to use.

    C. When/How will the re-teach occur?

As needed

8. Determine appropriate context for students to demonstrate that the re-teach was effective.

    A. What will the students do?

N/A

    B. How will it be measured?

N/A

    C. How will your team monitor your action plan?

N/A

D. When the reteach is complete, how will your team share/publish the results of the action plan?

N/A

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Date: September 26, 2018