CFA: European History

UNIT of STUDY: Europe   **DATE:** November 16th, 2022

Essential Standard(s):	Question #s on CFA	Cut Scores (dnm, app, me, ma)
6.2B	#1, 2, 3	
6.3C	#4, 5, 6, 7	

Data by Teacher for Essential Standard 6.2B & 6.3C

Teacher	Avg. % Score	Approaches	Meets	Masters
Adamson	90	100	97	80
Dunlap	76	88	74	43
Hyten	75	88	71	42
White	85	94	82	67
BBI	82	93	81	58

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Data by Teacher for Super Groups - Standard 1 Adamson

	Avg. % Score	Approaches	Meets	Masters
Eco. Dis.				
Emer. Bilingual	86	100	92	54
Special Ed.	90	100	100	100
All Students	92	100	97	80

Data by Teacher for Super Groups - Standard 1 Dunlap

	Avg. % Score		Approaches	Meets	Masters
	2.B	3.C			
Eco. Dis.	60	72	82	67	62
Emer. Bilingual	54	71	86	67	14
Special Ed.	54	61	69	50	13
All Students	70	79	88	74	43

Data by Teacher for Super Groups - Standard 1 Hyten

	Avg. % Score		Approaches	Meets	Masters
Eco. Dis.	6.2B 66%	6.3C 76%	84%	65%	39%
Emer. Bilingual	6.2B 72%	6.3C 77%	89%	74%	37%
Special Ed.	6.2B 59%	6.3C 77%	86%	57%	37%
All Students	6.2B 71%	6.3C 78%	88%	71%	42%

Data by Teacher for Super Groups - Standard 1 White

	Avg. % Score		Approaches	Meets	Masters
Eco. Dis. (43)	6.2B 82%	6.3C 73%	88%	63%	47%
Emer. Bilingual(23)	6.2B 75%	6.3C 73%	83%	70%	39%
Special Ed.(19)	6.2B 70%	6.3C 67%	79%	47%	37%
All Students	6.2B 87%	6.3C 84%	94%	82%	67%

What does this data show us?

White- My students in all subgroups consistently scored higher with TEK 6.2 B which tells me that I need to do more work with geography skills

Hyten: My students scored higher with TEK 6.3C and I was using online geography games that I customized to the relevant geographical information (so they weren't overwhelmed with European landforms) and it helped because those scores are higher for every category.

What misconceptions do the students have about the individual questions?

1.	#1 Middle Ages vs Renaissance Era- a timeline would help this Hyten: I noticed a lot of kids are picking answers that have "key" words like "knights" and they pick what's familiar and interesting to them. They always associate knights and castles with the Middle Ages.

2.	#3 Students should read all answer choices and not pick the first answer because it is correct. On some assessments answer choice A. was "All of the above" and it confused some kids because there were no answers above
3.	
4.	
5.	
6.	

What instructional practices do we need to adjust?

White- Incorporate more warm-up questions with the maps and use more randomization. When we go over the maps as a class- I hear the students participating but I need to ensure that all are "getting it"

Hyten: I do the warm-ups where kids are given questions very similar to questions on the CFA. They're allowed, and encouraged, to use their journals where the answers are located and as I'm walking around monitoring and picking up warm-ups, I find that a lot of kids aren't using their journals and are guessing at the answers.

What things can we celebrate?

White- Overall, I think our students performed very well on the test. I was proud of my students' performance on TEK 6.2B, I incorporated timelines and I think this helped.

Hyten - I'm really happy with my students scoring well on TEK 6.3C because I think the geography games really helped, but they also loved doing it and competing with other students to get the fastest time (12 seconds at 100% is the winner!).

What goals should we set for the Summative Assessment?

		Approaches	Meets	Masters
Eco. Dis.		90%	75%	45%
Emer. Bilingual		90%	76%	40%
Sp. Education		85%	57%	37%
All Students		95%	85%	60%

Intervention Activity (DNM): Vocabulary Instruction
Intervention Activity (Approaches): Geography Instruction

Extension Activity (Meets): Overall review of both TEKS
Extension Activity (Masters): Black Death Gallery Walk

Changes to the CFA to be considered for 2023-2024: Adding a timeline to question #1/Be careful with answer choices that say "all of the above" or don't randomize that one question.
Each map needs to have its own question instead of grouping them together (so they're weighted evenly).