

## OACSD Common Quarterly/Periodic Assessment Summary

<b>Teachers:</b> Staiger, Williams, Wilcox	<b>Assessment:</b> Quarterly #1
<b>Date:</b> November 19, 2020	<b>Grade/Subject</b> 10th grade Living Env't

### Overall Summary

% of Students Below Proficiency L1 and L2 or Below 65%	% of Students Meeting Proficiency L3 and L4 or 65% to 84%	% of Students Exceeding Proficiency L4 or 85 & Above
19% 23 students	30% 35 students	51% 60 students

Learning Targets to intervene on before next quarterly:

I can determine the identity and purpose of a control group in an experiment.

I can identify the role/niche of an organism in an ecosystem.

I can illustrate an environment's carrying capacity and the limiting factors that cause it.

SKILL - Justify a claim with evidence

### Reflections

**1. In general, how successful was this quarter's learning? Did the students learn what you intended for them to learn? How do you know?**

The students that are in class (either in person or zoom) and are submitting the work are doing amazing. These are some of our strongest quarterly results ever. We kept it short and sweet and only asked the questions that we have been hitting over and over all quarter. We think this helped the kids excel. It is hard to know for sure if the kids truly understand the information or if they were using their notes to help them. We tried to have more short answers and explain-type questions that they had to use higher level thinking and not simply recall so that we could see what they learned.

**2. How well were you able to adhere to the blueprint? Are there changes to the blueprint that you need to make?**

Our blueprint is truly a working document this year. We are adding to it as we go. We are liking the order that we are doing things this year. It is flowing nicely.

### **3. How well have your check-ins informed your instruction throughout this quarter?**

The check-ins have been a driving force for us this marking period, especially since half the students are at home on any given day. We have utilized in-class time to intervene right after the check in. We are trying to do a formal check-in at least once a week and often do quick checks using socratic or nearpod.

### **4. How will you use this quarter's information to plan your instruction moving forward?**

#### **a. What areas did your students have the most difficulty with on the quarterly?**

The students struggled a lot with Unit 1 material. The control group and experimental design were tough. Students also struggled with carrying capacity and niche. The skill we chose to analyze was "justify a claim with evidence" and they struggled with that as well.

#### **b. What strategies will you use as interventions to help students with the concepts they did not understand on the quarterly?**

We will be doing targeted reviews both during class and office hours. We will ask questions as many ways as we can to really drive home the different topics. We will use the past 8 years of regents exams as a reference.

#### **c. For students at master level, what will you do to help enrich their learning in the next marking period?**

Post links for other articles for them to read to deepen their learning. Offer opportunities before school and during office hours to come in and talk about different aspects of the material we are learning. Invite them to my new enrichment "student driven science" so they can come up with their own ideas for science lessons.