

Winter MAP Data Analysis

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Jan 2020

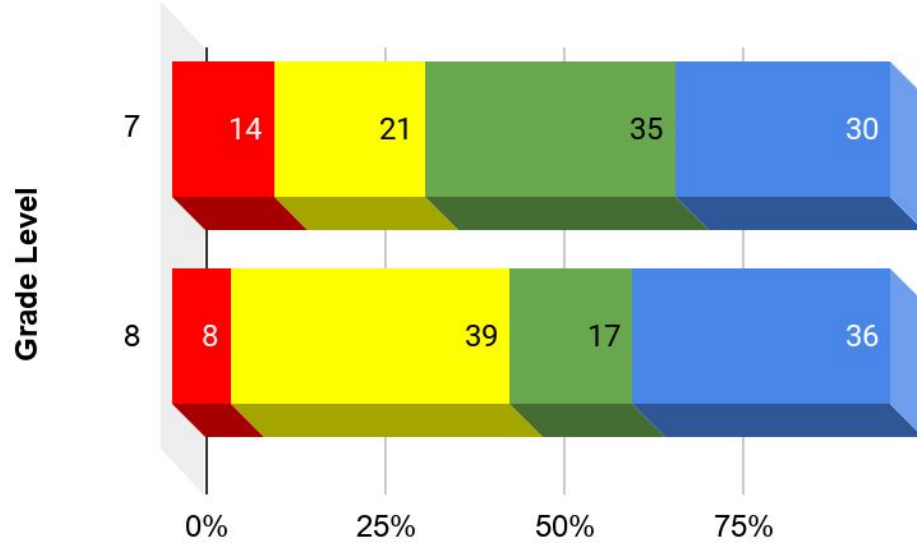
School Wide Data Reflection

- What do you notice?
- What do you wonder?
- What ideas for next steps do you have?

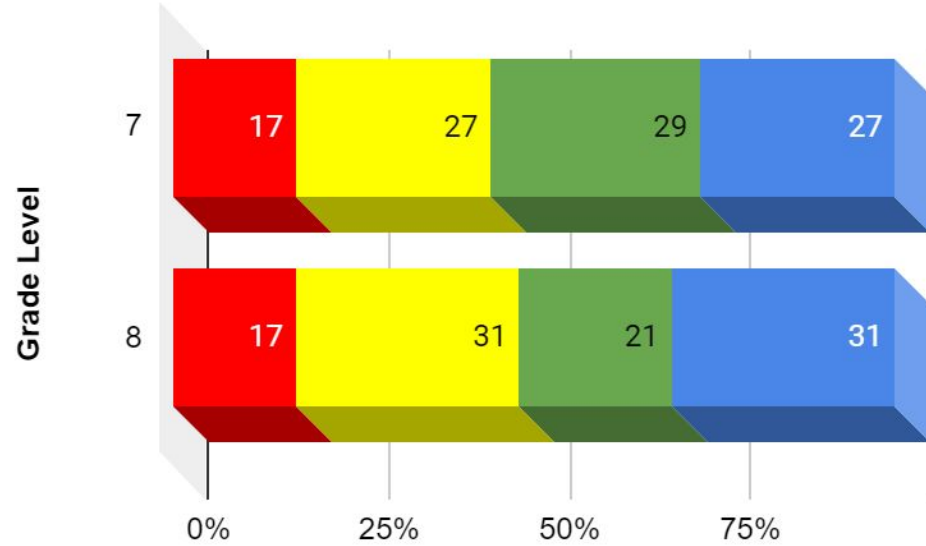
Math 19/20

Level 1 Level 2 Level 3 Level 4

Fall



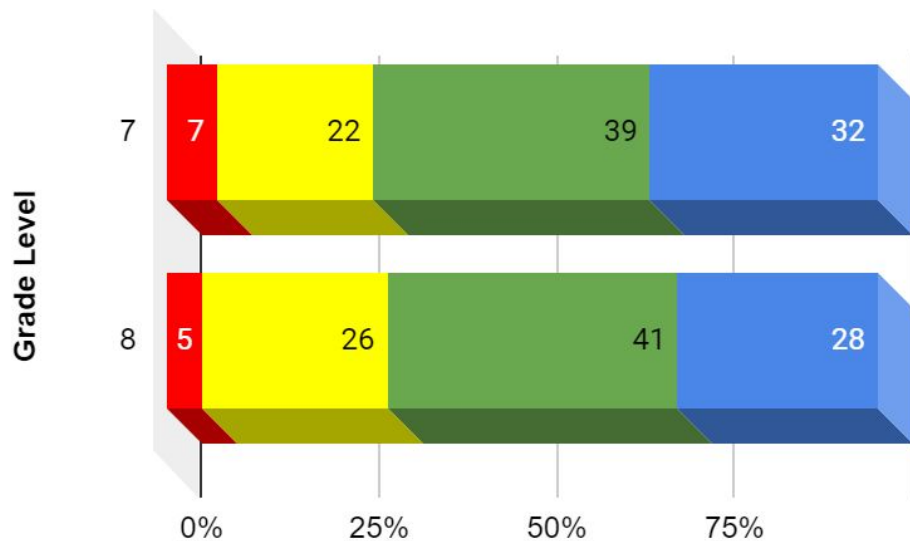
Winter



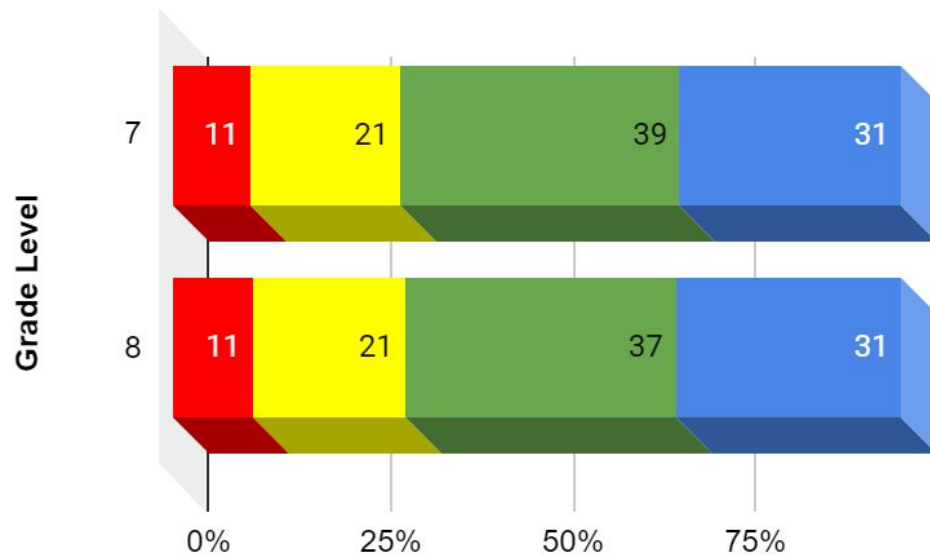
ELA 19/20

Level 1 Level 2 Level 3 Level 4

Fall



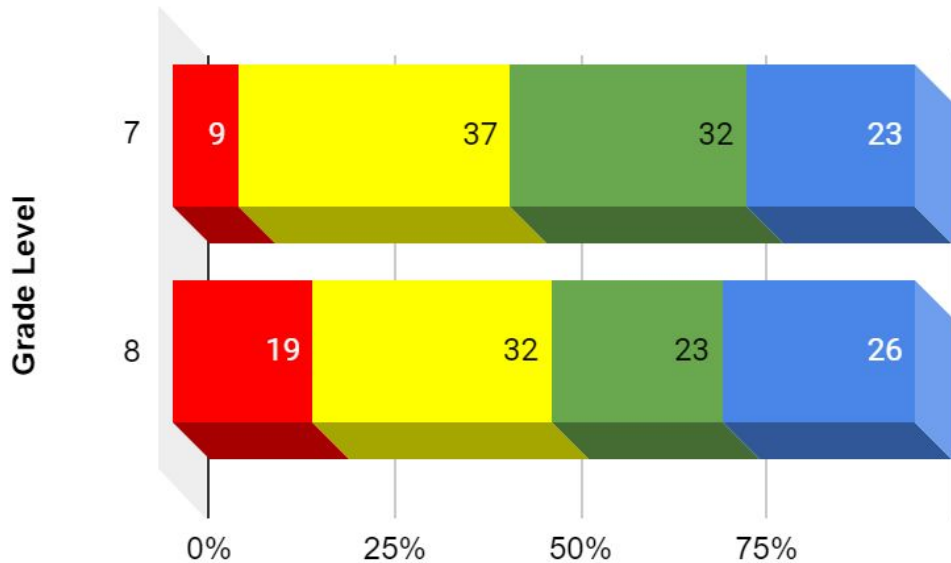
Winter



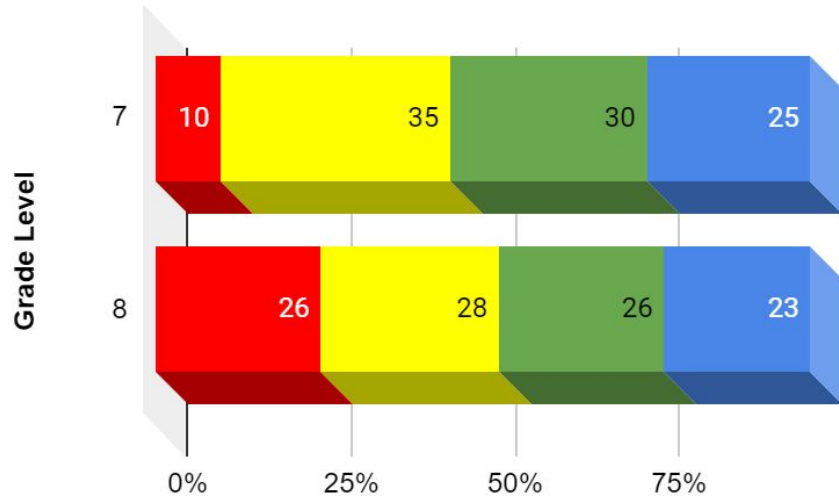
Math 18/19

Level 1 Level 2 Level 3 Level 4

Fall



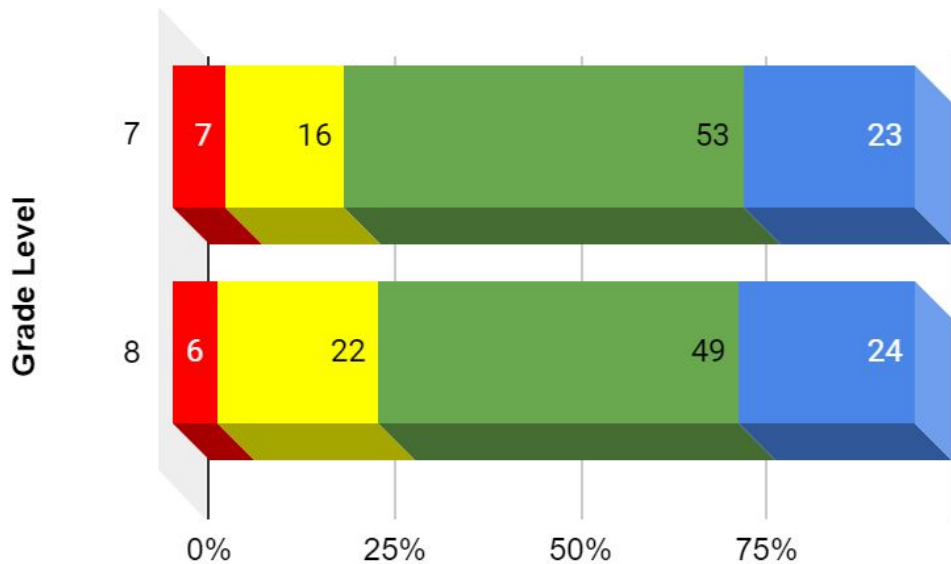
Winter



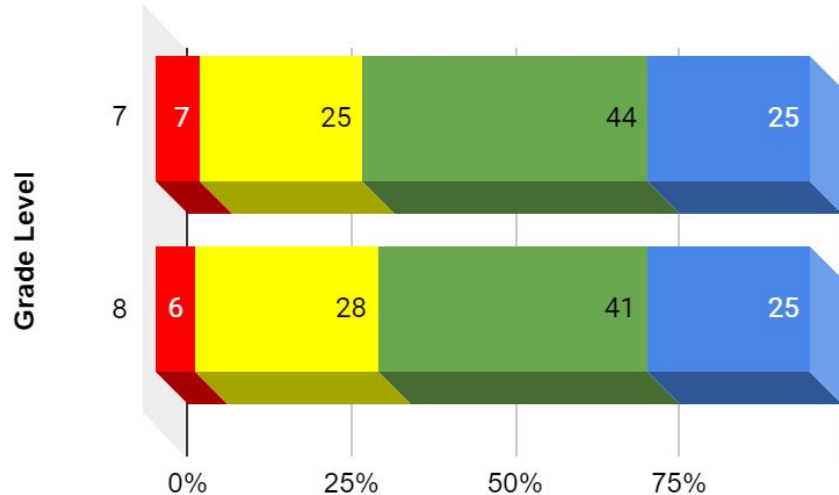
ELA 18/19

Level 1 Level 2 Level 3 Level 4

Fall



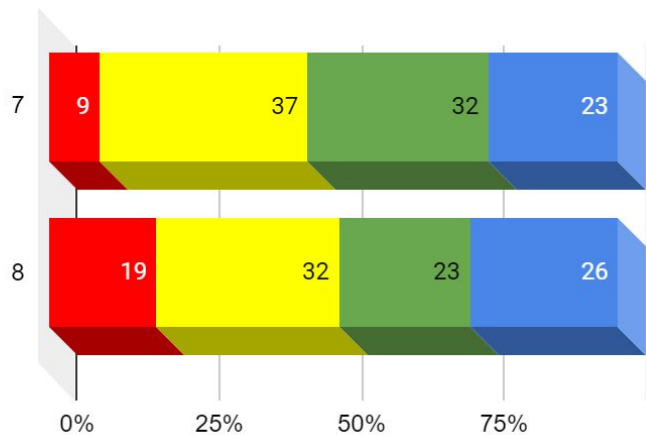
Winter



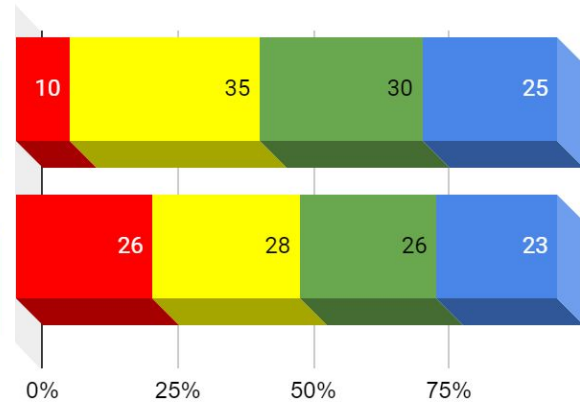
Math 18/19

Level 1 Level 2 Level 3 Level 4

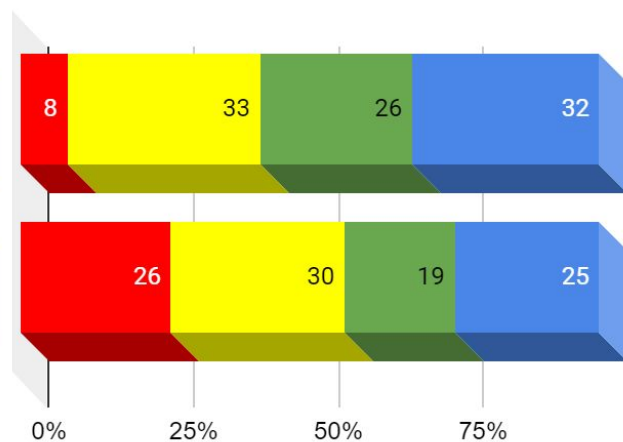
Fall



Winter

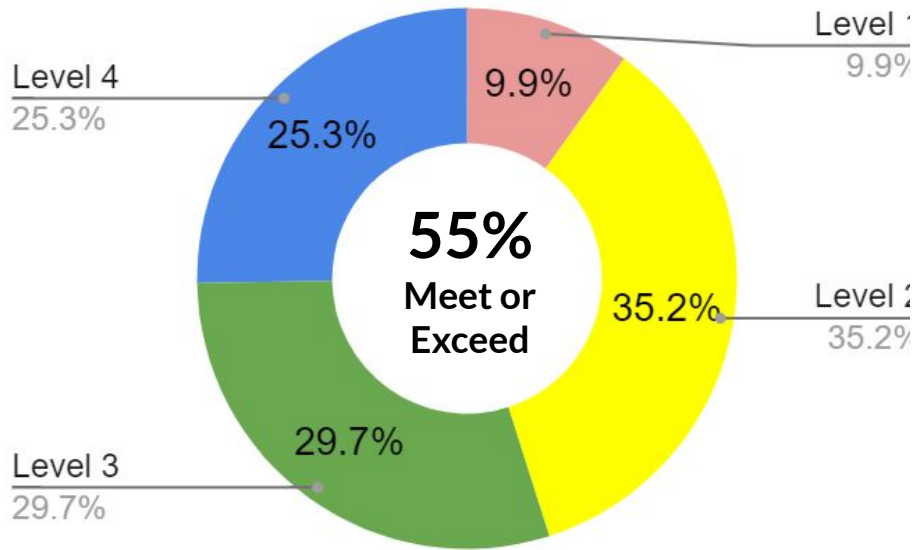


Spring

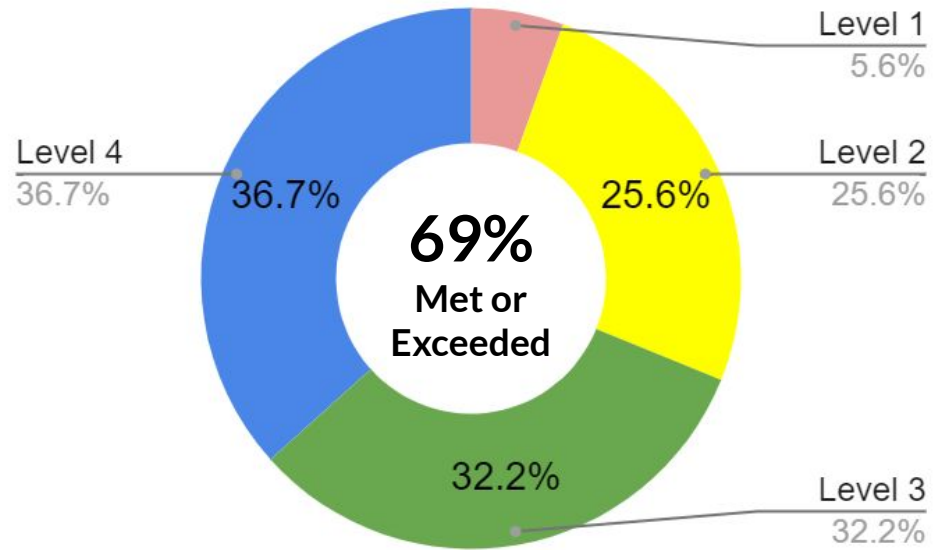


Math 18/19

Winter MAP



CAASPP



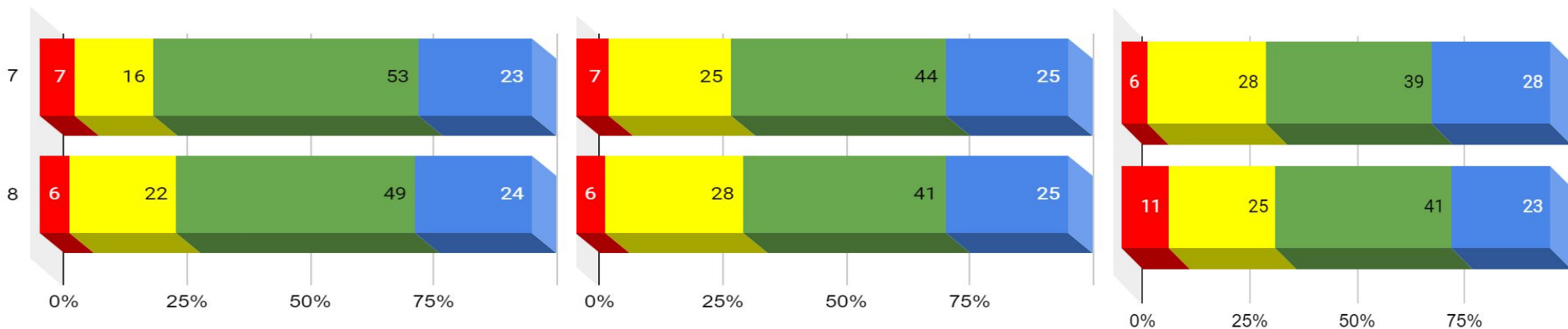
ELA 18/19

Level 1 Level 2 Level 3 Level 4

Fall

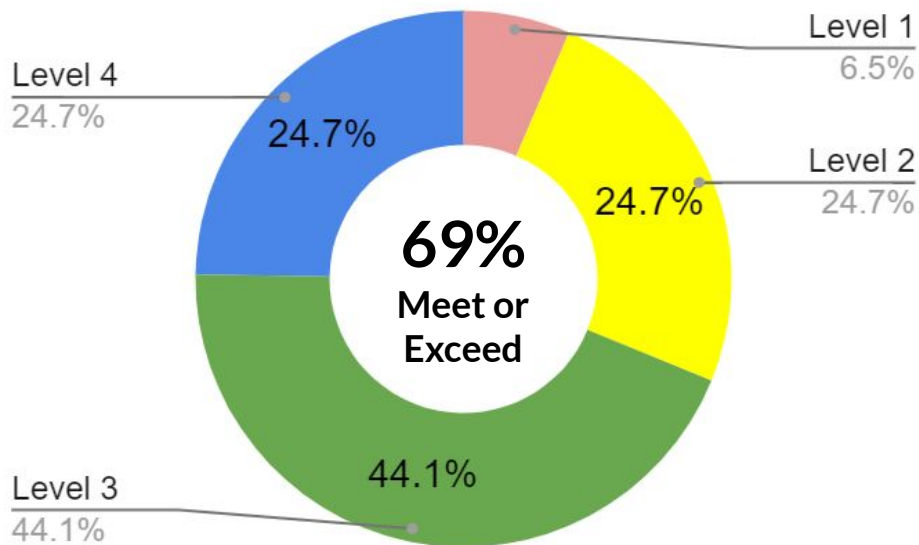
Winter

Spring

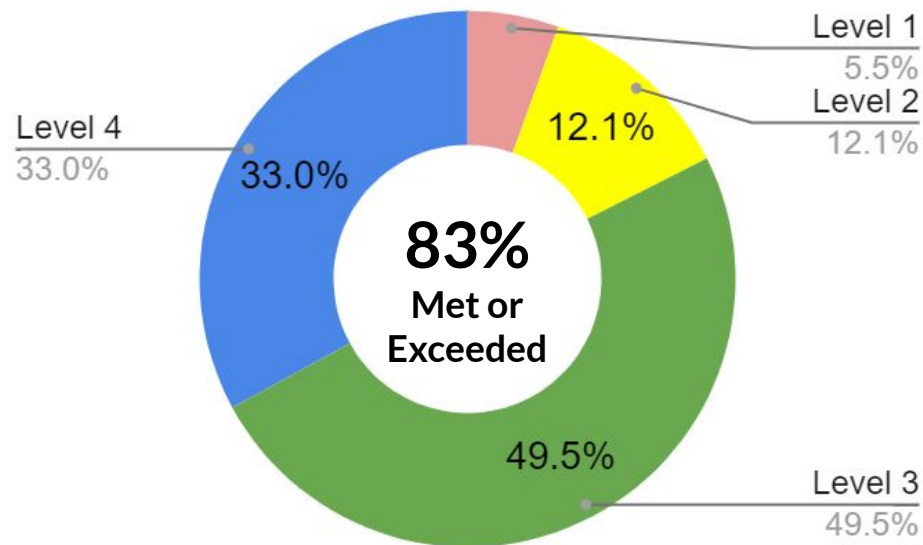


ELA 18/19

Winter MAP



CAASPP



Our Process

Use Class Reports to:

1. Compare goal areas from fall to winter
2. Identify an area of growth and strength

Math

Goal Area: Operations and Algebraic Thinking

	Lo	LoAvg	Avg	HiAvg	Hi
Fall	2	4	4	2	12
Winter	1	2	3	7	10

Use Learning Continuum to:

3. Identify the standards associated with your focus goal areas
4. Share focus areas with team
5. Think ahead - IABs

Collect & Analyze Data

1. Open your Fall Reports and fill in your worksheet
2. Open your Winter Reports and fill in your worksheet
3. Reflect
 - a. Where did you see growth?
 - b. Where did you see decline?
 - c. Where did you see stagnation?

*** It is common to find you have a strength in supporting a certain level of a learning continuum.***

4. Prepare reflection statements.

“After reflecting on my data, I see that ...

I did a good job helping my students grow in ...

I need to focus on strategies to help my students grow in ...”

*“I did a good job helping students **who were in the lower ranges** of Geometry grow”*

“I did a good job helping all students grow in Literature”

“I need to focus on strategies to help my students grow in Writing”

Connect to Standards

1. Open “Learning Continuum”
2. Scroll down to test view
3. Select a focus test

Learning Continuum

Class View

2019-2020 Term Rostered
2019-2020 Term Tested

School
Rocklin Academy Gateway

Instructor
Stacie E. Ardoin

Class
English 7, 1

Test
Growth: Language 2-12 CA 2010

View Report

Test View

Growth: Algebra 1 CCSS 2010
Growth: Algebra 2 CCSS 2010
Growth: Geometry CCSS 2010
Growth: High School Integrated Math 1 CCSS 2010
Growth: High School Integrated Math 2 CCSS 2010
Growth: High School Integrated Math 3 CCSS 2010
Growth: Language 2-12 CA 2010

Connect to Standards

4. Click “Edit Display Options”
5. Choose “Group by Standard”
6. Select your grade

Edit Display Options

Grouping Options

No Grouping Group by Topic **Group by Standard**

Standards Filters

Grade Level Standards

Kindergarten Grade 2
 Grade 1 Grade 3

Learning Continuum - Test View

Growth: Math K-2 CA 2010 [Print](#)

Edit Display Options

101-110 111-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200

Operations and Algebraic Thinking

- Represent and Solve Problems
- Properties of Operations

Number and Operations

- Understand Place Value, Counting, and Cardinality
- Number and Operations: Base Ten and Fractions

Measurement and Data

- Solve Problems Involving Measurement
- Represent and Interpret Data

Geometry

- Reason with Shapes and Their Attributes

Connect to Standards

7. Click on your focus section to see standards.

The screenshot shows a navigation interface for standards. At the top, there is a blue bar with the text "Edit Display Options". Below this is a row of ten tabs representing grade bands: 101-110, 111-120, 121-130, 131-140, 141-150, 151-160 (highlighted), 161-170, 171-180, 181-190, and 191-200 with a right arrow. Below the tabs is a green bar labeled "Operations and Algebraic Thinking". Underneath that is a lighter green bar labeled "Represent and Solve Problems" with an upward arrow on the right. Below this is a row of three columns: "141-150" (with a left arrow), "151-160", and "161-170" (with a right arrow). Under each column is a sub-section: "Reinforce" (with "these skills & concepts" below it), "Develop" (with "these skills & concepts" below it), and "Introduce" (with "these skills & concepts" below it). A red box highlights the following text: "CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem." Below this highlighted text are three bullet points, each starting with "• Solves for the total in put-together word problems with numbers within".

101-110 111-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200 →

Operations and Algebraic Thinking

Represent and Solve Problems ^

← 141-150 151-160 161-170 →

Reinforce
these skills & concepts

Develop
these skills & concepts

Introduce
these skills & concepts

CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Solves for the total in put-together word problems with numbers within
- Solves for the total in put-together word problems with numbers within 10
- Solves for the result in take-from word problems with numbers within

In the next 35 minutes...

Collect & Analyze Data

1. Open your Fall Reports and fill in your worksheet
2. Open your Winter Reports and fill in your worksheet
3. Reflect
4. Prepare reflection statements.

Connect to Standards

1. Open “Learning Continuum”
2. Scroll down to test view
3. Select a focus test
4. Click “Edit Display Options”
5. Choose “Group by Standard”
6. Select your grade
7. Click on your focus section to see standards.

PLT Share

1. Take turns sharing your area of growth and focus.
 - a. Who has similar growth areas and can work together?
 - b. Who has a strength that can support someone's growth?
2. Take turns sharing thoughts about how you can focus on your growth area.



Next Steps

Which IABs will you give this spring?

Review [this resource](#)