

Science Assessment Data Summary

22-23 BBIS 5th Science Changes to Land Assessment

UNIT of STUDY: 5.7B Landforms

Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice.

DATE: Friday, February 3, 2023

TEAM GOALS:

Meets:

Eco Dis - 32

EB - 32

SPED - 21

ACTUAL RESULTS:

	DNM	Approaches	Meets	Masters	Total (180 is goal)
Eco. Dis.	17.44	82.56	✓ 58.72	40.7	✓ 181.98
Emer. Bilingual	26.83	73.17	✓ 50.0	30.49	✗ 153.66
Sp. Education	29.51	70.49	✓ 49.18	36.07	✗ 155.74
All Students	11.35	88.65	✓ 73.14	54.37	✓ 216.11

What does this data show us?



What misconceptions do the students *STILL* have about the questions for these standards?

#	% BBIS	% EcoDis	% EB	% SPED	Misconception																
1	<table border="1"> <tr><td>A (2.62%)</td></tr> <tr><td>+B (82.75%)</td></tr> <tr><td>C (9.39%)</td></tr> <tr><td>D (5.24%)</td></tr> </table>	A (2.62%)	+B (82.75%)	C (9.39%)	D (5.24%)	<table border="1"> <tr><td>A (4.65%)</td></tr> <tr><td>+B (81.4%)</td></tr> <tr><td>C (11.05%)</td></tr> <tr><td>D (2.91%)</td></tr> </table>	A (4.65%)	+B (81.4%)	C (11.05%)	D (2.91%)	<table border="1"> <tr><td>A (4.88%)</td></tr> <tr><td>+B (75.61%)</td></tr> <tr><td>C (13.41%)</td></tr> <tr><td>D (6.1%)</td></tr> </table>	A (4.88%)	+B (75.61%)	C (13.41%)	D (6.1%)	<table border="1"> <tr><td>A (9.84%)</td></tr> <tr><td>+B (68.85%)</td></tr> <tr><td>C (18.03%)</td></tr> <tr><td>D (3.28%)</td></tr> </table>	A (9.84%)	+B (68.85%)	C (18.03%)	D (3.28%)	
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2	<table border="1"> <tr><td>+A (89.52%)</td></tr> <tr><td>B (5.02%)</td></tr> <tr><td>C (2.84%)</td></tr> <tr><td>D (2.62%)</td></tr> </table>	+A (89.52%)	B (5.02%)	C (2.84%)	D (2.62%)	<table border="1"> <tr><td>+A (86.05%)</td></tr> <tr><td>B (5.23%)</td></tr> <tr><td>C (4.65%)</td></tr> <tr><td>D (4.07%)</td></tr> </table>	+A (86.05%)	B (5.23%)	C (4.65%)	D (4.07%)	<table border="1"> <tr><td>+A (80.49%)</td></tr> <tr><td>B (12.2%)</td></tr> <tr><td>C (3.66%)</td></tr> <tr><td>D (3.66%)</td></tr> </table>	+A (80.49%)	B (12.2%)	C (3.66%)	D (3.66%)	<table border="1"> <tr><td>+A (85.25%)</td></tr> <tr><td>B (4.92%)</td></tr> <tr><td>C (4.92%)</td></tr> <tr><td>D (4.92%)</td></tr> </table>	+A (85.25%)	B (4.92%)	C (4.92%)	D (4.92%)	
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3	<p>A,B (1.31%) A,C (1.97%) A,C,D* (0.22%) +A,D (4.15%) +A,D,E* (0.22%) +A,E (1.97%) B,C (1.09%) B,C,E* (0.22%) +B,D (5.02%) +B,E (2.62%) C (0.44%) +C,D (4.37%) +C,E (1.75%) +D (1.75%) D,DÑÑÑ,E (0.22%) +D,E (72.27%) +E (0.44%)</p>	<p>A,B (1.74%) A,C (2.33%) A,C,D* (0.58%) +A,D (6.98%) +A,E (2.33%) B,C (1.16%) +B,D (8.14%) +B,E (2.33%) C (1.16%) +C,D (4.07%) +C,E (0.58%) +D (2.91%) D,DÑÑÑ,E (0.58%) +D,E (63.95%) +E (1.16%)</p>	<p>A,B (2.44%) A,C (6.1%) A,C,D* (1.22%) +A,D (7.32%) +A,E (2.44%) B,C (1.22%) +B,D (9.76%) +B,E (6.1%) C (1.22%) +C,D (2.44%) +C,E (1.22%) +D (6.1%) +D,E (51.22%) +E (1.22%)</p>	<p>A,B (3.28%) A,C (1.64%) A,C,D* (1.64%) +A,D (8.2%) +A,E (4.92%) B,C,E* (1.64%) +B,D (9.84%) C (1.64%) +C,D (8.2%) +C,E (3.28%) +D (1.64%) +D,E (54.1%)</p>	
4	<p>A (0.87%) B (1.09%) C (3.93%) +D (94.1%)</p>	<p>A (1.74%) B (1.16%) C (6.98%) +D (90.12%)</p>	<p>A (1.22%) B (2.44%) C (9.76%) +D (86.59%)</p>	<p>A (3.28%) B (3.28%) C (6.56%) +D (86.89%)</p>	
5	<p>+A (82.75%) B (6.33%) C (5.68%) D (5.24%)</p>	<p>+A (75%) B (9.3%) C (8.14%) D (7.56%)</p>	<p>+A (64.63%) B (13.41%) C (12.2%) D (9.76%)</p>	<p>+A (70.49%) B (9.84%) C (13.11%) D (6.56%)</p>	
6	<p>A (5.02%) B (1.97%) +C (91.27%) D (1.75%)</p>	<p>A (6.4%) B (2.33%) +C (88.95%) D (2.33%)</p>	<p>A (9.76%) B (0%) +C (85.37%) D (4.88%)</p>	<p>A (9.84%) B (3.28%) +C (85.25%) D (1.64%)</p>	
7	<p>A (4.37%) +B (71.18%) C (7.64%) D (16.81%)</p>	<p>A (7.56%) +B (61.05%) C (11.63%) D (19.77%)</p>	<p>A (9.76%) +B (59.76%) C (15.85%) D (14.63%)</p>	<p>A (6.56%) +B (62.3%) C (13.11%) D (18.03%)</p>	

8	Multipart 0/2 (6.77%) Multipart 1/2 (39.96%) Multipart 2/2 (53.28%)	Multipart 0/2 (9.88%) Multipart 1/2 (47.09%) Multipart 2/2 (43.02%)	Multipart 0/2 (18.29%) Multipart 1/2 (43.9%) Multipart 2/2 (37.8%)	Multipart 0/2 (16.39%) Multipart 1/2 (40.98%) Multipart 2/2 (42.62%)	
9	A (2.62%) B (10.48%) +C (82.97%) D (3.93%)	A (2.91%) B (13.95%) +C (76.16%) D (6.98%)	A (4.88%) B (13.41%) +C (71.95%) D (9.76%)	A (4.92%) B (11.48%) +C (73.77%) D (9.84%)	
10	+A (89.96%) B (2.62%) C (1.75%) D (5.68%)	+A (87.79%) B (1.74%) C (2.33%) D (8.14%)	+A (78.05%) B (6.1%) C (4.88%) D (10.98%)	+A (73.77%) B (6.56%) C (6.56%) D (13.11%)	
11	A (4.37%) B (16.38%) +C (72.27%) D (6.99%)	A (5.23%) B (19.77%) +C (65.7%) D (9.3%)	A (2.44%) B (29.27%) +C (57.32%) D (10.98%)	A (6.56%) B (24.59%) +C (49.18%) D (19.67%)	
12	A (2.84%) B (1.97%) C (19.87%) +D (75.33%)	A (4.65%) B (2.91%) C (24.42%) +D (68.02%)	A (6.1%) B (4.88%) C (28.05%) +D (60.98%)	A (11.48%) B (1.64%) C (31.15%) +D (55.74%)	Add comparison of canyon and u valley to next year's slides
13	+A (85.37%) B (4.15%) C (2.62%) D (7.64%)	+A (79.07%) B (8.72%) C (1.74%) D (9.88%)	+A (76.83%) B (13.41%) C (0%) D (9.76%)	+A (81.97%) B (9.84%) C (1.64%) D (6.56%)	
14	A (6.77%) B (5.02%) +C (84.06%) D (4.15%)	A (7.56%) B (6.98%) +C (79.07%) D (6.4%)	A (10.98%) B (8.54%) +C (70.73%) D (9.76%)	A (8.2%) B (9.84%) +C (70.49%) D (11.48%)	

15	<table border="1"> <tr><td>+A (78.82%)</td></tr> <tr><td>B (13.32%)</td></tr> <tr><td>C (2.18%)</td></tr> <tr><td>D (5.46%)</td></tr> </table>	+A (78.82%)	B (13.32%)	C (2.18%)	D (5.46%)	<table border="1"> <tr><td>+A (74.42%)</td></tr> <tr><td>B (17.44%)</td></tr> <tr><td>C (1.74%)</td></tr> <tr><td>D (5.81%)</td></tr> </table>	+A (74.42%)	B (17.44%)	C (1.74%)	D (5.81%)	<table border="1"> <tr><td>+A (67.07%)</td></tr> <tr><td>B (21.95%)</td></tr> <tr><td>C (4.88%)</td></tr> <tr><td>D (4.88%)</td></tr> </table>	+A (67.07%)	B (21.95%)	C (4.88%)	D (4.88%)	<table border="1"> <tr><td>+A (72.13%)</td></tr> <tr><td>B (16.39%)</td></tr> <tr><td>C (4.92%)</td></tr> <tr><td>D (6.56%)</td></tr> </table>	+A (72.13%)	B (16.39%)	C (4.92%)	D (6.56%)	<p>Don't use this question next year - find one that tests the formation of a dune.</p> <p>The fence is confusing.</p>
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What problems still surfaced with instructional practices?

How can we address these problems with instructional practices and student misconceptions?

What things can we celebrate?