CFA is done: Now What?

Protocols for Discussing Data

UNIT of STUDY: Characteristics of Life **DATE:** 3/30/23

Essential Standard	Cut Scores - 6 questions
(6.13B) Identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.	Masters = 100 Meets = 83 (missed 1) Approaches = 67 (missed 2)

Data by Teacher for Essential Standard

Teacher	DNM	Approaches	Meets	Masters
Bielamowicz	3	97	59	29
Martin	25	75	46	18
Quinn	13	87	78	47
Reynolds	12	88	71	30

What does this data show us?

This data shows us:

- **Majority of students approached**
- **The CFA was mainly checking vocabulary knowledge, therefore this is a good start**

Data for Super Groups

ALL	DNM	Approaches	Meets	Masters
Eco Dis	24	76	48	21
EB	29	71	42	18
SPED	37	63	36	10
All Students	16	84	63	31

Data for Super Groups by Teacher

BIELAMOWICZ	DNM	Approaches	Meets	Masters
Eco Dis	21	79	51	26
EB	27	73	20	13
SPED	26	74	42	19

MARTIN	DNM	Approaches	Meets	Masters
Eco Dis	31	69	29	8
EB	34	66	25	13
SPED	48	52	20	0

QUINN	DNM	Approaches	Meets	Masters
Eco Dis	23	77	65	35
EB	29	71	71	33
SPED	54	46	38	8

REYNOLDS	DNM	Approaches	Meets	Masters
Eco Dis	18	82	50	18
EB	22	78	52	13
SPED	22	78	56	11

What does this data show us?

This data shows us:

- Our SPED kids still need practice with vocabulary.
- We pulled small groups almost every day and our EB and SPED students showed growth.

What misconceptions do the students have about the individual questions?

Q#	Standard
#4	Frog image, chose heterocellular instead of multicellular because they were speeding through the question without reading the question. They were also getting bogged down with looking at the complex image of the frog's organ systems.
#6	Cell Theory, they chose "all cells contain DNA" because that is a correct statement, buut not one of the parts of the Cell Theory.

What instructional practices do we need to adjust?

Instructional practice we need to adjust:

- We changed the autotroph and heterotroph notes and practice activity to better match their knowledge level.
- Ensure that the questions about the Cell Theory have a more definite answer because it is straight memorization of the 3 parts of the theory.

What things can we celebrate?

We can celebrate:

- **We pulled small groups almost every day and our EB and SPED students showed growth.**

What goals should we set for the Summative Assessment?

6.13B Charas	DNM	Approaches	Meets	Masters
Eco Dis	24	76	48	21
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INTERVENTION ACTIVITY (DNM) - Vocabulary Card Sort + Gimkit

Students will work with their table groups to match key vocabulary and their definitions, then play a vocabulary Gimkit on the computer.

INTERVENTION ACTIVITY (APPROACHES) - CFA Question Workshop + Blooket

Students will collaborate and provide evidence for correct or incorrect answers on the CFA questions, then students will play a review Blooket.

EXTENSION ACTIVITY (MEETS) - Build Your Own Organism

Students will create their own organism and identify what characteristics of life are present in their organism – unicellular or multicellular, autotroph or heterotroph, grow in size or multiply cell number, prokaryotic or eukaryotic cells.

EXTENSION ACTIVITY (MASTERS) - Prokaryotic vs. Eukaryotic Cell Parts

Students will be introduced to 7th grade content by beginning to identify the organelles that make up both prokaryotic and eukaryotic cells.

Changes to the CFA to be considered for 2023-2024:

Changes to be considered are:

- **Alter the answer choice for the cell theory question to be more descriptive and apparent that it does not belong since all cells do have DNA.**