

SUMMATIVE ASSESSMENT ANALYSIS

Protocols for Discussing Data

UNIT of STUDY: **Cell Theory + Characteristics of Life**

DATE: **4/4/23**

Standards Tested	Cut Scores
(6.13A) Describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function.	ADVANCED Masters = 89 Meets = 74 Approaches = 58
(6.13B) Identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.	LEVEL + M Masters = 88 Meets = 69 Approaches = 50

TEAM GOALS:

6.13B Charas	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

ACTUAL RESULTS:

ADVANCED	DNM	Approaches	Meets	Masters
Eco Dis	0	100	93	67
EB	0	100	100	44
SPED	0	100	100	33
All Students	0	100	96	76

LEVEL	DNM	Approaches	Meets	Masters
Eco Dis	15	85	67	32
EB	16	84	63	28
SPED	24	76	51	27
All Students	11	89	71	36

M	DNM	Approaches	Meets	Masters
Eco Dis	32	68	32	7
EB	42	58	25	0
SPED	39	61	32	13
All Students	32	68	41	16

What does this data show us?

This data shows us:

- We are continuing to do an effective job at reaching our super groups and helping them grow academically
- We did a good job of teaching the foundation (vocabulary) and helping the students apply that to real life context.
- We blew our goals out of the water! (except for modified)

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

Q#	Standard	Misconception
12	6.13B	(41% correct) Not a misconception, students just assumed they knew what the question was going to ask and they answered prematurely.
4	6.13B	(59% correct) “Minimum amount of material” - the wording confused students on what they were trying to answer.
10	6.13B	(61% correct) Required students to complete an error analysis on a classification table.

What problems still surfaced with instructional practices?

The problems that still surfaced with instructional practice were:

- Students and their test taking strategies! Reading directions, re-reading, taking their time, eliminating answer choices, etc.
- The students’ level of vocabulary is very minimal. They don’t know that “premise” means “part of” and that “arise” means “come from.”

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

We can address these problems by:

- Continue to introduce and use additional vocabulary that they are not used to hearing in standard practice. Also, help students try to figure out (infer) what the word could mean by using context clues and available answer choices.

What things can we celebrate?

We can celebrate:

- 100% for advanced super groups!

- **We beat goals previous set.**
- **Advanced EB + SPED got 100% meets!**
- **Our students showed growth from last year to this year!**