**OACSD Common Algebra Quarterly 1**

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| **Team: Melody Tobey – Algebra 1** | **Assessment: Quarterly Assessment 1** |

**Overall Summary**

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| **% of Students Below Proficiency**  **<= 65** | **% of Students Meeting Proficiency**  **65-84** | **% of Students Exceeding Proficiency**  **>= 85** |
| 12% | 48% | 40% |

**Learning Outcomes/Targets**

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| **Learning Target** | **Combined Proficiency Score** |
| **A1.N.RN.3**- Use properties and operations to understand the different forms or rational and irrational numbers. | 68% |
| **A1-A.SSE.1** -Interpret expressions the represent a quantity in terms of its context.   1. Write the standard form of a given polynomial and identify the terms, coefficients, degree, leading coefficient, and constant term. | 90% |
| **A1-A. APR**- Perform arithmetic operations on polynomials.   1. Add, subtract, and multiply polynomial and recognize that the result of the operation is also a polynomial. | 78% |
| **A1- N.RN - Use properties of rational and irrational numbers.** 3. Use properties and operations to understand the different forms of rational and irrational numbers. | 82% |
| **A1- N.RN - Use properties of rational and irrational numbers.** a. Perform all four arithmetic operations and apply properties to generate equivalent forms of rational numbers and square roots. | 90% |
| **A1- N.RN - Use properties of rational and irrational numbers.** b. Categorize the sum or product of rational or irrational numbers.   * The sum and product of two rational numbers is rational. * The sum of a rational number and an irrational number is irrational. * The product of a nonzero rational number and an irrational number is irrational. * The sum and product of two irrational numbers could be either rational or irrational. | 52% |
| A-SSE.1 Interpret expressions that represent a quantity in terms of its context.★  Interpret parts of an expression, such as terms, factors, and coefficients.  A-SSE.2 Use the structure of an expression to identify ways to rewrite it.  A-SSE.1 Interpret expressions that represent a quantity in terms of its context.★  Interpret parts of an expression, such as terms, factors, and coefficients.  A-SSE.2 Use the structure of an expression to identify ways to rewrite it. | 72% |

**Reflections**

**Successes: 88% Passed**

* Using the data from the check-ins, students did have a better understanding by using interventions.
* More students are receiving AIS during structured study halls and goal period.
* Algebra 1 weekly review has helped with the understanding of NYS Regents exam questions.
* After school Algebra Club has helped with peer discussion and understanding Algebra 1 Regents Questions

**Challenges: 12% failed**

* Provide differentiated practice for the lower preforming students.
* Time needed to give the tier 2 and 3 instruction for interventions.

**Solutions:**

* Continue with peer teaching to allow for more student - centered classroom.
* Provide a systematic re-engagement to those students who were not proficient with specific learning standards.
* Continue to monitor student progress.

**Next Steps:**

* Continue to spiral previously taught concepts and skills. Focus on the standards with the lowest mastery level.
* Help students become effective self-assessors, teaching them how to recognize the strengths and weaknesses of their performance on the test and use that to improve understanding.
* Create a reflection tool for students to use as a way to monitor progress toward meeting essential learning standards.

**Assessment Review**

**Which questions need to be reviewed?**

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| --- | --- |
| **Question Number** | **Concern** |
| #1 | Students need practice understanding how to Categorize the sum or product of rational or irrational numbers. |
| #7 | Students need a deeper conceptual understanding of perform arithmetic operations on polynomials. Specifically how to square a binomial. |
| #12 | Students need a deeper conceptual understanding of perform arithmetic operations on polynomials. Specifically the rules of exponents. |