**OACSD Common Algebra Quarterly 2**

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| **Team: Melody Tobey – Algebra 1** | **Assessment: Quarterly Assessment 2** |

**Overall Summary**

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| **% of Students Below Proficiency**  **<= 65** | **% of Students Meeting Proficiency**  **65-84** | **% of Students Exceeding Proficiency**  **>= 85** |
| 2% | 37% | 61% |

**Learning Outcomes/Targets**

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| **Learning Target** | **Combined Proficiency Score** |
| F-IF.A Understand the concept of a function and use function notation.  (F-IF.A.1 and F-IF.A.2) | 94% |
| A-REI.B – Solving equations and inequalities in one variable. | 88% |
| A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. (Linear) | 79% |
| N.Q.A.1- Use units as a way to understand problems and to guide the solution of multi -step problems; choose and interpret units consistently in formulas | 92% |

**Reflections**

**Successes: 98% 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: 1% 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** |
| #7 | Students need practice understanding how read the notation and vocabulary in the regents questions and begin annotation. |
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