Woodcrest JHS Data Protocol

Original Scores	
Student	Score
1	8
2	7
3	3
4	9
5	9
6	4
7	8
8	5
9	6
10	1
11	8
12	3
13	6
14	6
15	8
16	1
17	6
18	8
19	3
20	7
21	7
22	6
23	5
24	6
25	8
26	1
27	5

After Interventions	
Student	Score
1	8
2	10
3	9
4	10
5	9
6	7
7	9
8	7
9	10
10	3
11	8
12	7
13	8
14	7
15	8
16	4
17	8
18	10
19	5
20	10
21	10
22	7
23	8
24	10
25	10
26	5
27	7

ESSENTIAL Standard

7.NS.1c
Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.

7.NS.1b
Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

7.NS.2
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

LEARNING TARGETS/SUCCESS CRITERIA FOR PROFICIENCY

In this lesson, students will be able to:
I can add, subtract, multiply, and divide integers and rational numbers.
- **Add integers**
- **Subtract integers**
- **Multiply Integers**
- **Divide Integers**
- **Add Rational Numbers**
- **Subtract Rational Numbers**
- **Multiply Rational Numbers**
- **Divide Rational Numbers**

SMART GOAL

60% of students will achieve complete mastery of this standard. 100% of students who do not achieve complete mastery of this standard will MINIMUMLY be able to:

- **Know the correct positive or negative sign**

ASSESSMENT

Mastery will be demonstrated through:

The results of their SMART Goals Assessment A compared to Assessment B following Tiered interventions.

REMEDIATION	EXTENSION
Students not demonstrating mastery will: **Tier 2 Intervention:** 16/27 or 59% of Period 4 students scored 60% or lower on SMART Goals Assessment A. Students were retaught the skills listed on the success criteria through various strategies. These remediation strategies included: small group instruction, direct instruction, pair share, whiteboards, and random calling to CFU.	**Students demonstrating mastery will:** **Tier 1 Intervention:** 11/27 or 41% of Period 4 students scored 70% or higher on SMART Goals Assessment A. Students demonstrating mastery of SMART Goals Assessment A were given an enrichment assignment on IXL.

Based on the data, how does data differ classroom to classroom? Did the interventions work? (Here's what …)

Retest Results for SMART Goals Assessment B:

4/27 (or 15%) scored 60% or lower, showing a 44% decrease in students who did not master the essential standard following Tiered interventions.

23/27 (or 85%) scored 70% or higher, showing a 44% increase in students who mastered the essential standard following Tiered interventions.

What skill deficiencies do we see? (Common Errors, more time, how to provide additional support)
Students struggle with basic arithmetic skills such as multiplication and division.
What are the implications of this information? Which instructional strategies helped students learn? What skills did the proficient students demonstrate in their work that set their work apart? (So what?)
All students showed improvement on the second assessment given after intervention. Students were ablet to show their work and explain their responses.
So, what's the plan? (Now what? Who? What? When?)
Students will continue to receive review, on items listed in the success criteria to both enhance their understanding or support the remediation needed throughout the year.