Lines in Coordinate Plane CFA Data Analysis

Teachers: Edwards, Kerkove, Schoolcraft, Roskopf

Date: 2/19/2013

What do we want all students to learn?

Assessment Description

Standards Assessed	Type of Assessment	Brief explanation of proficiency
PS2 – Parallel/Perpendicular Lines: Determine the equation of a line in the coordinate plane that is described geometrically, including a line through two given points, a line through a given point parallel to a given line, and a line through a given point perpendicular to a given line.	Exit Slip	Demonstrates understanding of most learning objectives: Interprets slope and y-intercept to graph a linear equation. Writes the equation of a line through two given points. Writes the equation of a line through a given point perpendicular to a given line.

How will we know when each student has learned it?

(multiple class/sections, if possible)

Standard 1

	Number of Students Below Proficiency	Number of Students at Proficiency	Number of Students Above Proficiency
Edwards B1 PreCalc II	5 38%	7 54%	1 7%
Edwards B2 PreCalc II	3 20%	10 67%	2 13%
Edwards B3 PreCalc I	5 23%	8 36%	9 41%

Kerkove B2 Algebra II	9 39%	8 35%	6 26%
Kerkove B3 Algebra II	8 32%	13 52%	4 16%
Kerkove B4 Algebra II	11 46%	9 38%	4 17%
Roskopf B2 Geometry	10 59%	5 29%	2 12%
Roskopf B3 Geometry	13 62%	6 29%	2 10%
Roskopf B4 Statistics	6 85%	1 15%	0 0%
Schoolcraft B3 Algebra I	22 100%	0 0%	0 0%
Schoolcraft B4 PreCalc I	4 33%	4 33%	4 33%

How will we respond when a student experiences difficulty? How will we respond when a student has already demonstrated understanding?

Guiding Questions
- Did one class have significantly better results than the others (If so, did you do use any different instructional strategies in that class?) No - for the most part, students at higher levels of math did better, but no one class that did significantly better than others
- Were many students below proficiency? (If so, consider revisiting core instruction.) Yes; however, Algebra had not yet covered this concept, Geometry had just finished the instruction the prior day, and some of higher level students did not put forth 100% effort
- Create a hypothesis about why students did not meet proficiency. Create a hypothesis why students met or exceeded proficiency. See above for not proficient. Students who met or exceeded proficiency had recent exposure to the concepts and were high-ability students who pick up concepts easily.
- What instructional strategies do my team members suggest using to re-teach this standard? Incorporate graphing as well as the algebra approach. Consider hands-on activities to apply the concepts.

Standard 1

	Students identified for intervention, practice, or enrichment	Planned instructional strategy (What? and When?)
Additional time and support	All students below proficiency	Small group reteaching, Geometer's Sketchpad, ixl, ALEKS
Additional practice	Students at proficiency	Geometer's Sketchpad, ixl, ALEKS, worksheet/activity, Peer teaching
Enrichment	Highly proficient students	Applied problems/activity

Standard 2

	Students identified for intervention, practice, or enrichment	Planned instructional strategy (What? and When?)
Additional time and support		
Additional practice		
Enrichment		

Do we need to tweak/improve this assessment and/or our core instructional strategies?

What questions on the assessment need to be reviewed for next time?

Question Number	Concern
#1 Write the equation of a line is slope-intercept form.	Many students were confused right away because of the open-ended question. The question may need to be reworded or we should include more open-ended questions in our regular assessments for practice.

What teaching strategies or pacing issues need to be discussed?

Strategy or Topic	Issue of Concern
Linear Equations	This is currently taught in four courses, so we need to consider this overlap.
	Understanding and retention.

[This template is based on Solution Tree's "Data Team Meeting Template (pdf)]