

1. Exploring the Data

	WHAT?	WHY?	SO WHAT?
Strengths	<p>Looking at the data, what collective strengths can we celebrate?</p> <ul style="list-style-type: none"> - did pretty well on singular one step questions 	<p>Why were we successful in these areas?</p> <ul style="list-style-type: none"> - Any questions that go two steps the students have trouble making the connection. - Retake quizzes students did not know disprovement but when they practice they better understand it. - 	<p>For the next assessment, what are our commitments to action to build on these strengths?</p> <ul style="list-style-type: none"> - Continue to prepare students with compound questions. - Skills we need to continue to work on and come back to.
Opportunities for Growth	<p>Looking at the data, in what areas do we have the greatest opportunity for growth?</p> <p># 15 - 47%</p> <p>#14 - under 50% for both standard and honors.</p>	<p>Why did we struggle in these areas? What did we not address as well as we could have?</p> <ul style="list-style-type: none"> - Students struggled with cell transport. Weren't able to identify the type of transport. - Image of plant and salt water students struggled with relating it to osmosis. They were interpreting the image. - students have a hard time conceptualizing a concept. <ul style="list-style-type: none"> - don't necessarily Understand what the word density means. They know what density is when pointing to two pictures. - #23 - technological advancements students are struggling with identifying cell theory. - The standards says metabolic activities not energy flows. 	<p>For the next assessment, what are our commitments to action to create the growth we desire?</p> <ul style="list-style-type: none"> - Going forward, being mindful explaining metabolic activity vs. energy flow. - #15 - labeling the arrow. Students misunderstood the question. <ul style="list-style-type: none"> - A lot of students picked exocytosis. Question is poorly written. The picture can be confusing. - Did not show before or after pictures. Students need more exposure. - #14 - answers are all over the place. <p>Keep asking it over and over again.</p>

		<ul style="list-style-type: none"> - #15 - if the students looked at the image incorrectly. - #14 - the students kept asking if the question was incorrect. - Independent variable - 50% 	
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Team: Biology

Assessment: Unit 2

Date: 10/30/2023

1. Exploring the Data

	WHAT?	WHY?	SO WHAT?
Strengths	#1 - 95% Student's overall did really well on this question. #2 - 80% did well #4 - 64% matching really good #14 - Same concept as #13 but students got it correct.	#1 - Students had to make an inference about what they saw. #2 - made a real life connection.	
Opportunities for Growth	#8 - 38% #5 - 41% #13 - 39% #29 - 68% #3 - 50%	#8 - denature means changing shape doesn't work anymore. Students may have seen temperature and pH and assumed denature. #5 - Recall matching things. #13 - Got it in class with practice. As soon as you put two enzymes in class they can't read it anymore. Could it be the broken line that confused them? #29 - The question talks about heat being raised and the students assuming that muscles are getting burned. Students confuse combustion with consumption. #3 - Students	#8 - students need to be reminded to read the question and answer choices closely. #5 - It is the opposite of what happened in Unit 1 where students were struggling with recall. #13 - Practice questions this year but maybe it is dotted line. Look at the language of the question. On the quiz optimal temperature/pH Esther & Miguel's kids did better.

2. Generating Theories and Solutions

What seems to be surprising or unexpected?	What action steps will we take for intervention & re-teaching?	What might we need to be mindful of as we plan for the rest of this year?
#3 - 50% (taking one macromolecule out confused them).	More graph exposure to teach them that there could be a different graph for the same topic.	When we talk about transport, we talk about how we can get glucose molecules out in our active transport unit. Genetics reading relates genetics to photosynthesis. - Stick to higher to lower (Passive Transport) - Stick to lower to higher (Active Transport)

Team: Biology

Assessment: Unit 1

Date: 10/10/23

1. Exploring the Data

	WHAT?	WHY?	SO WHAT?
Strengths	Looking at the data, what collective strengths can we celebrate? #26 - Students did better on this question #24 - Japanese Cherry blossom question. #10 - Did better.	Why were we successful in these areas? #26 - Teachers used formative data to remediate #24 - Using a different version of the questions helped the students. This time I did a lot of following arrows and reading directions that helped the students tremendously.	For the next assessment, what are our commitments to action to build on these strengths? The resources are helping the students. Shouting out to the team paired passages to questions is going to pay off later. Diagrams with arrows continue to work on this skill.

<p>Opportunities for Growth</p>	<p>Looking at the data, in what areas do we have the greatest opportunity for growth?</p> <p>#18 - did not do too well.</p> <p>#19, #11, #8 - scores are low.</p> <p>#21 - When trees are removed.</p> <p>Gen Ed students are struggling with vocab and recall questions.</p>	<p>Why did we struggle in these areas? What did we not address as well as we could have?</p> <p>#18 - kids might be linking animals to carnivores.</p> <p>#19, #11, #8 - Did not practice a lot of recall questions.</p> <p>Students are struggling with real world application for #11.</p> <p>#21 - Students are not able to make the connection of what would happen if trees are removed with carbon.</p> <p>How many times did they practice interbreeding? In class if they played a quizlet they got it but that's not enough.</p>	<p>For the next assessment, what are our commitments to action to create the growth we desire?</p> <p>Formative Quiz - 6 recall questions and 2 diagram questions to help students practice the two different types of questions.</p> <p>Reading a diagram helped students better encourage and communicate with the students to practice the quizizz and quizlet.</p> <p>Continue to provide a mastery checklist.</p> <p>We will be coming back to nitrogen and bacteria.</p> <p>Students need multiple ways of how to answer questions on the same topic. Students need more exposure. Explicit vocabulary like "interbreed" will be coming up in future lessons.</p>
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2. Generating Theories and Solutions

<p>What seems to be surprising or unexpected?</p>	<p>What action steps will we take for intervention & re-teaching?</p>	<p>What might we need to be mindful of as we plan for the rest of this year?</p>
<p>Please see above</p>	<p>Please see above</p>	<p>Please see above</p>

Nex Year Suggestion.

Unit #	Next Steps
<p>Unit 1 - Ecology</p>	<p>Formative Quiz - 6 recall questions and 2 diagram questions to help students practice the two different types of questions.</p> <p>Reading a diagram helped students better encourage and communicate with the students to practice the quizizz and quizlet.</p> <p>Continue to provide a mastery checklist.</p> <p>We will be coming back to nitrogen and bacteria.</p> <p>Students need multiple ways of how to answer questions on the same topic. Students need more exposure.</p> <p>Explicit vocabulary like "interbreed" will be coming up in future lessons.</p>
<p>Unit 2 - Energy of Life</p>	<p>When we talk about transport, we talk about how we can get glucose molecules out in our active transport unit.</p> <p>Genetics reading relates genetics to photosynthesis.</p> <ul style="list-style-type: none"> - Stick to higher to lower (Passive Transport) - Stick to lower to higher (Active Transport)
<p>Unit 3 - Cellular Systems</p>	<ul style="list-style-type: none"> - Going forward, being mindful explaining metabolic activity vs. energy flow. - #15 - labeling the arrow. Students misunderstood the question. <ul style="list-style-type: none"> - A lot of students picked exocytosis. Question is poorly written. The picture can be confusing. - Did not show before or after pictures. Students need more exposure. - #14 - answers are all over the place. <p>Keep asking it over and over again.</p>
<p>Unit 4 - DNA, Cell Cycle, Protein</p>	

Synthesis.	