**Template**

|  |  |  |
| --- | --- | --- |
| **Name** | **Pre-Test 80/80 Percentage** | **Post-Test 80/80 Percentage** |
| **Teacher 1** |  |  |
| **Teacher 2** |  |  |
| **Teacher 3** |  |  |
| **Teacher 4** |  |  |

|  |  |
| --- | --- |
| What was the priority standard of focus for this quarter? |  |
| Which instructional strategies did you utilize to teach this standard? |  |
| Which strategies did you use to improve student learning for those who did not meet the learning goal on the initial assessment? Which of these strategies resulted in the greatest learning gains for students? |  |
| What enrichment opportunities were provided for students who have already met the standard? |  |
| What action steps have you taken this quarter to improve student learning/performance on the EOC? |  |

**Sample**

**American Government Quarterly Reflection**

**1st Quarter**

|  |  |  |
| --- | --- | --- |
| **Name** | **Pre-Test 80/80 Percentage** | **Post-Test 80/80 Percentage** |
| **Teacher 1** | **68.6%** | **89.9%** |
| **Teacher 2** | **31.8** | **84.5%** |
| **Teacher 3** | **5.0%** | **81.3%** |
| **Teacher 4** | **29.7%** | **88.5%** |

|  |  |
| --- | --- |
| What was the priority standard of focus for this quarter? | T2S2B: Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence. |
| Which instructional strategies did you utilize to teach this standard? | We had students analyze and annotate the Declaration of Independence to identify Enlightenment thinkers’ influences. They utilized USAtestprep.com videos and tech-enhanced performance tasks that allowed students to match quotes from the Declaration to Enlightenment ideas. We also provided direct instruction. |
| Which strategies did you use to improve student learning for those who did not meet the learning goal on the initial assessment? Which of these strategies resulted in the greatest learning gains for students? | We provided access to the teachers’ notes. Students were also given skeleton notes. We gave students practice questions on USAtestprep.com. The USAtestprep resources provided the greatest learning gains because students were exposed to questions structured in similar ways to their assessments. |
| What enrichment opportunities were provided for students who have already met the standard? | Students were offered excerpts from John Locke’s *Second Treatise on Government*. We also provided optional Quizizz and Quizlet activities for students who met the standard. |
| What action steps have you taken this quarter to improve student learning/performance on the EOC? | We incorporated analysis of primary sources to help students practice skills. Specifically, students analyzed and annotated parts of the Articles of Confederation and the Declaration of Independence in addition to some smaller source analysis assignments. We increased the DOK of our unit assessments. We used several review activities for priority standards. We gave students Cornell notes to take notes throughout each unit, and they were informed that these are EOC review guides. |