

| Timestamp | Course being discussed: | Grade level: | What predictions do you have about how our students performed or responded? | What are some patterns and or trends you see emerging? | What seems to be surprising or unexpected? | What strengths do you notice? | What are areas of concern? | Thinking about short-term and long-term planning, how has your instruction been impacted? | Looking at the data within your content, how does your content team see this data driving your instruction moving forward? | How do you intervene for those students who need additional support or exceed expectations? |
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| 2/10/2021 7:34:21 | Health/PE | 9, 10, 11, 12 | Less improvement in skills and fitness level. | | Fewer skills and content were taught throughout the semester. | More engagement and participation in class. | Less content and skills taught that leads to lower achievement. | Changing in class activities more often to accommodate to the changes. | We take our data and modify our skills and activities to better suit the skill level and knowledge of the students. | Our department continually adapts our pedagogy based on the skill level and knowledge of our students. |
| 2/10/2021 8:05:42 | Math 3/honors Math 3/Aq, 9, 10, 11, 12 | | Expected them to do well- we covered the same materials, same unit exams. Higher averages than years past, regardless of honors or not. This years group is the "lowest" we have seen in years, mainly due to the pandemic. Hard to compare to last year, since its a different test, pandemic. Scores will reflect their grades in class, may be slightly higher, since it's a shorter test | We have similar questions that are missed by our students (number 5, 9, 11, 12) We see that students do well in the statistics, geometry, and polynomial. The common mistakes are systems of equations, and transformations of quadratics. The mode (most frequent score) for honors was 100%. The average for "regular" was a 21/20 and 23/30. | We are surprised how many students missed quadratics. This is the 2nd year that we have covered quadratics, by the time they get to Math 3, the quadratics should be review, but it has not been that way for many years. | Students excel with linear equations and polynomials. We didn't have much data on the statistics questions, but we feel confident that they do know this information. Honors noticed that the test was "too easy" for an honors course. | Students are still struggling with quadratics, but are not struggling with polynomials. These are directly related, so there is obviously something we are not connecting between the two. | Short-term: Being very intentional with our instruction, with half the class or more "checking their understanding." This way we can see their understanding, and they can also see their understanding. We were graphing sine and cosine functions right now and go over what is a zero- from quadratics. Long-term: We can go faster with material now that we are here four days a week. We can directly see if they are understanding. But this is hard to say what is long-term, because we never know if we will move back to hybrid. | Additional support- We still have students have incomplete. Continuing to work with those students will help insure that we provide them additional support. Each Wednesday we can offer a "Semester 1 Review" video or activity that helps them review/refresh on the lessons they may have not grasped quite yet. Exceeds expectations- Going in and doing "additional" lessons for those students. We had some students, after taking the last bridge exam who saw a matrices, and wanted to learn more. So we went in and did a mini-lesson on matrices for those students. On Wednesdays we can offer a "challenge" each week, whether an activity or video that they can watch on expended work. | |
| 2/10/2021 8:07:24 | Special Education | 9, 10, 11, 12 | Students with disabilities have small growth over time and with the school being in orange it has resulted in slower growth and some students declined. | Patterns that we are seeing is that students are having slower growth. | There was no real surprised for our team. We knew that Schoology has been a barrier for our students. We are thankful for the support that has been provided with the utilization of Schoology. We know that our students need in person learning, but the opportunity to still have remote learning and connect with our students has been great. | We noticed that there was some growth for our students in the areas of ELA and some math. The majority of the students maintained their math levels. We have noticed that our department has become very strong, resilient and supportive of each other. We are able to communicate with each other and having Wednesdays to be able to meet and discuss our students has provided us with the ability to make sure that they are being supported both in person and online. | An area of concern that we have is the reduced service minutes. | The school year has affected our planning by reducing the number of in person minutes with our students. The students needs seem to change more frequently so long term planning has been a challenge. | We discussed different means of progress monitoring our students and what additional support we can provide in person and online. We know that Schoology is not helping to provide our students with their needs academically. | All of our students continue to need intervention. We continue to look at the IRE of our students and their individual needs. We move their placement as needed. |
| 2/10/2021 8:09:15 | American History | 11 | The prediction of the group would be that there would be some sort of slight decline in achievement due to the abbreviated contact time caused by the pandemic. However, our strategy for the American history classes constitute a valid representation of student achievement at a high level. | The major issue that we see is that students learned to think that on the days that they were not in school there was not a need to engage in their learning. This was possibly in part due to the novel learning system, but more so due to the lack of engagement and time management. | There were not a ton of surprises, however, it was nice to see the way students responded to the days that they were in class. I think that the school being open and allowing kids to be in classes was vital to their dealing with this pandemic. | I think there was a clear strength on the part of staff and students to adapt to difficult situations and build instruction on the fly with limited direction. | Continued issues with engagement, learning curve with technology and large class sizes that are now required to succeed in this new climate. | Our planning has been greatly impacted first semester, starting with the introduction of the learning management system 2 weeks before school started. From there I think that teachers and staff have been able to work hard to adapt on the fly but there certainly have been alterations that were required to succeed in this new climate. | Our data indicates that there was a majority of our students that despite the limitation of first semester, were still able to achieve at a relatively high level. Moving forward, our content team will continue to work together, after our lessons when needed, and put student learning first in every circumstance. | Schoology allows for an array of alterations and adaptations to be easily available to both students in need of remediation and those in search of enrichment. Our content team is always searching to give opportunities for all of our students to achieve. Offer more practice opportunities to those students, offer Wednesday as an opportunity for extra support and help to struggling students, we are big proponents of keeping Wednesday reserved for meetings/collaboration/extra student help and support |
| 2/10/2021 8:29:27 | Spanish 1/2/3/4 | 9, 10, 11, 12 | Students will achieve at about the same level their current test/quiz grades demonstrate. We felt most did not take the test seriously in the fall, and the growth would be greater with the winter test. The average increase though was between 2 and 5 points only. | student apathy and disinterest | nothing, everything was pretty well expected | Upper level students have seemed to persevere and become stronger | student apathy and disinterest, lower level students struggling, cheating | This year has helped us really look at what is important and focus on the essentials | Hard to use this data in a hybrid semester to compare it to a regular schedule | |
| 2/10/2021 8:30:56 | English 11 | 11 | | Higher students often scored worse the second time. | A couple English learners went down in scores. | A high majority are proficient. The test seems to be useful to identify students at risk. | We do not have access to specific skill. Where do we go from here with kids that are at risk? | We need to figure out interventions. | This is not going to help us until we can see the specific skills we need to target. | TBD - we are a little at a loss with this. |
| 2/10/2021 8:33:57 | Principles of Marketing | 11 | The students who were successful probably studied the study guide and the other who performed poorly 11 new that it was not going to affect their grade. | I really hammered the selling process and to see when we did our review day that students did not remember a lot of the material. I blame this on the inconsistency of preparation on the student when they were only in class for two days. | I am not surprised that students didn't care about the tests. | none | That we did not get through all the material for Principles of Marketing | My planning was impacted with lots of inconsistencies with the two days live and three days online. Week to week learning had to change based on what we were doing. Long term I think I have found ways to improve what I am doing with the resources I have. | This is the first time I have evaluated my EOCA for Principles of Marketing, so I will be using this data to help look at how students perform in my next fall class. I will also use this data to help drive my curriculum next fall. | We usually have a conversation about standards that students have not mastered yet. Students who succeed I usually can find them a project to work on for our dec program. |
| 2/10/2021 8:34:12 | Honors & Standard-Level | | We predicted that students would benefit from an alternative EOCA format (re-takes) due to the pandemic, but we wonder if the "do no harm" policy is counter-productive. | In standard-level physical science, students' re-take scores caused an increase in overall 51 grades. In honors physical science, only a small number of students saw an increase in their grades. It seems that many students who were comfortable with their grades did not prepare well. Precalc students can convert between exponential and logarithmic forms. Overall students well on logs and exponential functions probably because I was the most recent unit. | Honors students performed worse overall (relatively speaking) on their re-takes than standard-level students. | Looking at the group of students as a whole, there was noticeable growth. | We aren't sure if the "do no harm" policy is conducive to learning. This semester, it more so reinforced the mindset of working for a grade vs. working toward better understanding. | We want to focus on increasing student agency and internal motivation, which is something that was hindered first semester due to low expectations. | (same as above) | One-on-one communication regarding specific needs - plans should be made TOGETHER between both the student and the teacher (again, increasing student agency) |
| 2/10/2021 8:40:43 | Precalc/honors precalc | 10, 11, 12 | Assumed students would do okay since the test was a short and basic level. The test was modified to account for blended learning/pandemic. Honors should do better on it than regular. | Honors precalc did the worst on the question matching a polynomial function with its graph with only about 75% of them getting it right. | Different periods scored differently on some questions. | They did the best with the most recent content (logs and exponentials). | Since this test was so easy, we worry that students are not reaching the level of understanding needed to move on to calculus. | Keep interleaving previous concepts back into daily instruction (pulling old concepts back in). Added a Wednesday help session for students who want to come in for extra help. | Continue to revisit old concepts to help students with mastery. | For those who struggle, offer a help session on Wednesdays. To help maintain engagement for students who understand the content, create opportunities in class for group activities to allow students to connect the math to life. |
| 2/10/2021 8:48:49 | US Government | 12 | We did not give an EOCA, instead we did a unit test. It was counted as a regular test score, thus the students treated as a regular test. We felt the students would do their best in light of the situation. | The students that were successful throughout the semester continued their success. Students that struggled continued to struggle. | We did not see any major surprises. | Since we counted this a normal test, the students were prepared and respected it as a normal test. | The biggest concern we had was that if you give a test that will do no harm, the students will treat it with a lack of respect. Students want to be held accountable. | We focused on the essentials for each unit. We did not have time to use the supplemental material that we usually use. The students had to focus on independent and intrinsic learning styles. | We want to make that the students continue to know the content essentials. We have to hold the students accountable. If they are not held accountable, then the data will be flawed. | Since I have more contact time with our students this semester, we should have more time for student intervention. Wednesdays have given teachers and students time to make up work and provide one-on-one instruction. Unfortunately many students do not take advantage of this opportunity. If there was a way to make students show up on these days, we would have even more success. Monthly progress reports sent to the family and using Wednesday as a day for parent-teacher conferences. |
| 2/10/2021 9:06:44 | Economics | 11, 12 | I did give an EOCA, but I also graded it as a unit test. It was counted as a regular test score, thus the students treated as a regular test. Most did not take the final exam seriously because we had a "no harm" policy in effect. Many students felt as though they didn't have to work on the days they weren't physically on the school property | The students that were successful throughout the semester continued their success. Students that struggled continued to struggle. | Students come to me wholly unprepared to work in a network environment. There needs to be vertical matriculation from K-12. There is a wide disparity between the haves and have not. | Since I counted this a normal test, the students were prepared and respected it as a normal test. | The biggest concern I had was that if you give a test that will do no harm, the students will treat it with a lack of respect. Students want to be held accountable. | I focused on the essentials for each unit. I did not have time to use the supplemental material that we usually use. The students had to focus on independent and intrinsic learning styles. | I want to make that the students continue to know the content essentials. I have to hold the students accountable. If they are not held accountable, then the data will be flawed. | Since I have more contact time with our students this semester, I should have more time for student intervention. Wednesdays have given teachers and students time to make up work and provide one-on-one instruction. Unfortunately many students do not take advantage of this opportunity. If there was a way to make students show up on these days, we would have even more success. Monthly progress reports sent to the family and using Wednesday as a day for parent-teacher conferences. |
| 2/10/2021 9:07:09 | Computer Software Applic | 9, 10, 11, 12 | When students were in seats in school they were engaged and participated, but when students were not in school they did not do any schoolwork. With kids being in class 4 days a week they are staying current with their assignments and are staying on course. | Students who were in class participated and were engaged, however when they were not in class they did not complete or check any assignments that were given and fell behind. Students did not show any initiative make up work or ask for accommodations. | I am not surprised that most students did not complete anything when home, their lack of discipline, maturity or support from adults creates that outcome. | When student were involved in discussion, working in groups with other students they were learning, retaining and completing the lessons. | The biggest concern I had was that if you give a test that will do no harm, the students will treat it with a lack of respect. Students want to be held accountable. | The pace of moving forward in the curriculum slowed considerably. | This is the first year that this school has offered Teen Living and so there is no comparison from other years. This was the first time I have evaluated my courses such as Teen Living, so I will be using this data to help look at how students perform in my next fall class. I will also use this data to help drive my curriculum next fall. | For the students who need additional support, I make time to go over their assignments one on one and support them in finding ways to complete their assignments in a modified way if necessary. I also give them additional time and they will take it home and finish it, most of the time they will have support at home. Students who exceed my expectations I praise and compliment them on one on one. I also give them extra points on their assignments and comments on their papers. I have also sent a raving review to their parent. |
| 2/10/2021 9:18:31 | Teen Living | 9, 10, 11 | | I saw the trend that the further we got into the semester the students tended to be less and less of the work assigned to be done at home. Students really struggled with the difference between learning the material and working with the software while at school using a computer and the correct software, and at home using a Chromebook. | | | | | | |
| 2/10/2021 9:19:48 | Computer Graphics | 9, 10, 11, 12 | I predicted if students had good attendance in class completed the work assigned to them in Schoology while at home, and completed the work necessary to prepare for the End of Course Assessment that they would do well on both the course and assessment and pass the class. | Many students simply refused to try/use the alternative work arounds (web based software) at home on the Chromebooks. It was more difficult to use, did not work well, and was too different than what we used in class. If the assignment did not require they use the Chromebook and the work-around software, they were more likely to complete it. | I was really surprised by the lack of work on assignments completed by the students on the days they were working at home. | Students worked hard and participated fully on the days they were in school and did their best to get as much of the material completed as they could. | Equity and access to technology for ALL of our CTE students. Those students who don't have access to a computer at home, and high-speed internet are at a true and huge disadvantage. Those who have technology and high speed internet at home. Chromebooks just don't cut it for our CTE students. | If there were thrown back into two days a week with little to no time to spend significantly more time trying to learn on their own ways to accomplish the goals of the course. | I am from the content team. The data we are looking at (none from the fall) does not hold much weight. We are teaching in unprecedented times and circumstances. This data will not impact my future planning and teaching. If I was using previous years data it would be different. | For the students who needed additional support I offered extra time in the lab during both lunches, after school and on Wednesdays. Few to none are teaching in unprecedented times and circumstances. This data will not impact my future planning and teaching. If I was using previous years data it would be different. |

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| 2/10/2021 9:26:28 | Western Civilization | | We did not give an EOCA instead we gave a unit test and if the student did better than their current grade we would input that grade as a final as well. This seemed to be very beneficial to our students but most it seemed did not get higher grades on their finals than their actual grades. | Students that did well during the semester continued that trend throughout the finals, students who struggled continued that. There was also a trend that emerged about students not being held accountable to their grades especially with the no harm no foul approach. | For the whole semester it was unexpected the amount of students that simply did not do the work or turned things in very late past the due date. And when it came to final there were not very many surprises, students who succeeded continued those who did poorly also continued. | We as a whole were able to figure out how to teach 5 days worth of material in 2 days, and when it comes to the EOCA counting it as a regular unit test made more students succeed because they knew it would affect their grade. | The biggest concern we had was that if you give a test that will do no harm, the students will treat it with a lack of respect. Students want to be held accountable. | We had to cut out a lot of the supplemental activities for students and stick to just the essential standards that the students need to know. | The students did not do as well as we would have hoped most students did well because it counted as an actual grade that would affect them. We had to cut out a lot of the supplemental activities for students and stick to just the essential standards that the students need to know. | Since we have more contact time with our students this semester, we should have more time for student intervention. Wednesdays have given teachers and students time to make up work and provide one-on-one instruction. Unfortunately many students do not take advantage of this opportunity. If students were to take advantage, we show up on these days, we would have even more success. Monthly progress reports sent to the family and using Wednesday as a day for parent-teacher conferences. |
| 2/10/2021 9:35:29 | Math 2/Honors Math 2 | 9, 10, 11 | Predicting that students in Honors have higher averages than the Math 2 classes. Predicting that students performed about the same as they did last year. Was the quadratic test better this year than last year? Did the hybrid schedule affect student performance or was there something different that affected these results? | The top questions that students did the best on from last year are the same as this year. The correct answers had longer bars (were selected more) last year than this year (the correct answer bars are shorter than the wrong answer bars in many questions). Unit 1 (linear functions) last year and this year were both strong (it was review from last year so that makes sense). | Students performed okay on the unit that Math 2 did not teach. In Honors Math 2, students performed well on Unit 4 even though they may have ran out of time to finish the test and selected a random answer. In Honors Math 2 students did the worst on Unit 2 which is the unit that had the trick questions (11 & 14). | The strong questions last year were the strong questions this year. | Is the EOCA asking questions in alignment with what we are teaching? In math we do not give multiple choice questions whereas the EOCA was only multiple choice so students may not be familiar with it. Do students know how to use their resources and take notes? | Short term we should adjust the pace and work on retention. Long term we should go back and reteach the units that students did not do so well on. | Work on reviewing multiple units as we move so students can work on retaining the materials. | Try to have more than half of class time be for students to practice and try things rather than talking or having students copy answers just to get through the materials. If lots of students need help with a certain topic, then we should go back and reteach or practice that topic more in depth. |
| 2/10/2021 10:06:32 | German 1 and French 1 | 9, 10 | We feel that those students who used their class time mastery level learning of the essential standards. | The students that applied their time and learning skills effectively (in and out of class) achieved proficiency or mastery on the essential learning standards. Those that mostly applied their time, mostly achieved proficiency with some mastery/home basic. The students that were missing essential learning practice opportunities in or out of the classroom, achieved some proficiency, but more basic level mastery with very little to no | We were surprised at the level of apathy from the students and families in regards to supporting the learning of new skills/learning styles. Regardless of the teacher communication to students and families, some chose to ignore the daily learning opportunities and allowed for personal choices to take over vs. educational. During discussions with students/classes/parents, our online/remote work was never assessed as overly time consuming, daunting, or too challenging. Yet, it was still not completed. We were diligent in making sure that our students had access to Schoology, internet, paper copies etc. We were also surprised at the lack of community/district to keep our students engaged during the remote days. Students chose (Were allowed to choose) jobs over education. It is interesting to send out schoology reports to only minimal parents. Very few have them signed up for these weekly reports which communicates directly to them weekly with any missing, overdue or upcoming assignments. It shows student ENGAGEMENT vs. skyward simply showing a grade (which is not always accurate based on zerobanks etc.) | The adaptable learners adapted- using time management as the strongest gain in regards to learning tools. These students/families supported the online learning model thus allowing their students to remain students first. The online platform taught students new skills (once they chose to engage with it, and not "hope" that it would go away (not unlike our peers). The students that chose to do the work developed a stronger sense of self determination through self motivation and application. They gained momentum from their success. Those that did not, found themselves at times overwhelmed- and drowning- but if they did attempt the missing work, they quickly gained confidence and that built further success. On a side note- we can also look at our schoology membership and see which parents have signed up for schoology. Typically, the students that have been more successful in online adaptable learning, have parents enrolled in both Schoology AND skyward. It shows that those families are taking an active roll in supporting this new learning journey with their students. | Education no longer appears to be a priority to the family and our community. The cultural fallout of the value of education by our students and community. Our students have been taught that if they complain enough, they can "get out" of the outcomes for their choices (i.e. pass/fail vs grades etc). The lack of student self-determination puts a hold on curricular development thus not allowing teachers to develop mastery but at times choosing breath vs. depth. Even essential learning targets are being minimized due to time constraints. We are most worried with the development of poor learning habits and lack of support in regards to developing the whole child, and not just the academic. | Tutifully, we are in a worse place than we thought we could have been in September. Had our students truly adapted and got on board with the new learning model of a 4-5 day a week lead, we probably could have been closer to a "nomad" learning curriculum. However, we have found ourselves not only teaching, but re-teaching and using valuable class time to keep our struggling students on pace since they opted out of using remote days to accomplish those learning tasks. Instead of in class review and active practice- we find ourselves giving up class time to complete remote activities before being able to move forward. Thus teaching to the bottom tier of the curve and wasting the time of the engaged learners. Tough to keep the accomplished learners engaged without punishing them with peer tutoring or extra work. Not fair for the students doing their job. We were told to "leave no student behind, harm no one" but those in-active learners harmed everyone else, including us, with their choices, and derailed but could have been a very productive new system. It would have been nice to have had a better sense of "teeth" from our district/school in regards to helping motivate and re-engage those students. Since the vast majority of our students' scores increased, the group came to the conclusion to stay on the same path that we set out on three years ago: to select important standards that are rigorous, have endurance and leverage, and ensure that ALL students demonstrate proficiency on those standards. | This data does not drive what we do. We have been evaluating and re-evaluating constantly throughout this fall. We have been modifying and promoting the value of education daily with the students as we choose and the lessons we provide. We have never given up on a student or on the drive to do the best job we can on the daily circumstances. We are hoping that with continued consistency for our students, that we can re-teach the necessary skills to promote a positive learning culture and the value of being a life-long learner. We will be where we are at the end of the year. We can't push our students to go any faster than what is possible for the necessary level of achievement. Since we are both singleton teachers- we will make the required adjustments to the following year curriculum (i.e. level 2 and further adapt) to the needs of those students that are. This may be something that requires more than one year to bridge the gap, but the good news is, we only answer to us, and to the needs of our students. We will find a way, to get them the tools and skills that they need to appropriately learn the language. | For those that need additional support, we have continued to dialogue/email parents and students in regards to missing assignments. We offer Wednesdays for make-up assignments and additional help. This can be done in class, or remotely using google meet. Wednesdays give us time to dive deeper into the week's data and really build appropriate lessons for the following week to bridge gaps for our learners (home bound and in class). These days have allowed us time to work together as peers sharing tools like no other year. Schoology has been essential in developing clear guidelines and expectations for our students and families. The weekly folders is the road map for the week's journey. It answers all questions in regards to goals and learning tasks. The platform has opened communication for both parents and students by the way of the daily tracking assignments. In class we use partner activities, peer mentoring, individual and small group practice, thus allowing for higher level learners to take a more active teaching/demonstration role, vs the lower learners who are more engaged in practice and development. We use Schoology to post our weekly lessons and update all kind of class assignments in Schoology so that parents and students can see their daily booklet of activities. We update skyward daily so that students and parents can see grades. We offer before and after school help as well. We continually teach and re-teach previously developed topics so that students are reminded often of old vocabulary and grammar to not learn to forget. We hope that comes back as we build new skills. This allows students to have more than one opportunity to master those skills, not just during the current unit taught. For students that exceed expectations we offer modifications (in-class speaking or writing assignments by adding additional skills, grammar or going out of order in speaking sequences to increase comprehension skills. With that being said, most of our time is spent working with those struggling learners vs. the higher level learners. There is also a recognition of balance vs. punishment by asking them to do more. |
| 2/10/2021 10:18:50 | 10th ELA | | 10 We predicted that scores would stay relatively similar improvements from Fall to Winter testing windows. | The vast majority of students showed improvement! Some showed dramatic improvements from Fall to Winter testing windows. | The abundance of students testing nationally in the 85th percentile or higher range was significantly higher in the winter than the fall. | Students were motivated to increase their scores on this test as they would receive a 100% for a Final grade if they showed improvements. | The test itself does not allow teachers to see the areas that students actually struggled in or thrived in with ease. We simply see if their scores increased or decreased. | Short term we noticed that students were not doing well with finding slope, so we revisited it and we can do this with other topics. Long term we need students to learn the procedure which is about the same as what we do every year so our instruction has not changed much. | We will continue on the same path as we saw universal increases amongst all classes and all academic levels (Honors, 10th ELA, and Boost). | We have interventions (such as giving students extra time and allowing students to resubmit assignments), however, intervention time needs to be implemented into the school schedule if we really want to help our struggling students. |
| 2/10/2021 10:34:33 | Math 1 | 9, 10 | The scores do not reflect what students know, we see the weaker questions this year. We think students might have performed about the same as last year. | The strong questions last year are also strong this year and the weaker questions last year are also weaker questions this year. | Karl's classes did about the same as our classes even though her students practiced online tests and multiple choice questions. For how little we covered equations, our students did pretty well on that part of the test. | The scores are consistent with those from last year even in a pandemic. | We're concerned about not having great data since many did not take the first Fastbridge test seriously. Also, the Fastbridge test does not offer specific data to see what areas need improvement. | Mostly this demonstrated that our classroom focus needs to be on our common summative assessments rather than standardized tests. | We have interventions (such as giving students extra time and allowing students to resubmit assignments), however, intervention time needs to be implemented into the school schedule if we really want to help our struggling students. | |
| 2/10/2021 11:07:53 | Senior English | | 12 We anticipated that students' scores would improve (roughly 15% scored below their original score). | Overall, most of our students' scores improved (roughly 15% scored below their original score). | It was somewhat unexpected that some of our best students were the ones whose grades went down. This is probably because they were the ones that took the first test seriously. | Once again, most of the scores went up, however, the Fastbridge test isn't really good at pinpointing strengths. | | In the future, we need to find better ways of ensuring that kids take the Fastbridge test seriously in the fall so we can get accurate data in the winter. | | |