To: BUSD School Board
From: Randy Cook
RE: Principal Report for Bishop Union High School
Date: 2/8/18

Academics

Benchmarks:
I have attached benchmark reports provided by our teachers for your perusal. In this report I would like to focus the majority of my comments on our ELA benchmarks. While I have been submitting ELA writing benchmarks and accompanying teacher analysis and administrative commentary for my entire tenure here, I have never really summarized what I feel is relevant or valuable in the giving of and the analysis provided through this type of assessment. Jeff Perry provided the board a thorough and thoughtful overview of why he and our ELA team adopted this test format and why certain revisions to it were necessary in spring of 2016. I don't plan to regurgitate all of that commentary here, but will expound upon a few relevant points Jeff made that may provide more clarity as to the relevancy of this test format for assessing writing. He stated in one particular report to the board that the ELA department would soon shift the benchmark essay to a different type of prompt, "one that is strictly text-based, to reflect our emphasis on Common Core writing standards and current changes in the SAT."

The first quarter writing benchmark of the 2016/2017 school year reflected the change in format and accompanying prompt Jeff had previously alluded to. The move in this direction is extremely important because it demonstrated an acknowledgement and continuing shift in our ELA writing program towards the incorporation of Common Core writing standards. What is also important is that we moved to SAT style prompts which may not be readily understood as also a shift to Common Core. Interestingly enough, the president of the College Board (the developers of the SAT), David Coleman, was on the Language Arts writing team that developed the Common Core ELA standards. The Common Core standards adoption by 42 states actually drove the changes to the SAT in 2016 which was led by Coleman himself, but never overtly acknowledged by him or the College Board. (Abby Jackson, "There's a surprising explanation for why the SAT is changing its format", *Business Insider,* 8 Feb. 2018, https://goo.gl/KhZf8A. (No works cited page)

The SAT style prompts used by BUHS emphasize citing textual evidence in the process of analyzing given material as opposed to, as Jeff states in the aforementioned report, the use of "the subtleties of personal experience" as a component of student analysis. These prompts also ask students to evaluate an author's argument and the strategies used to sway an audience.

Another consideration and important alignment of our benchmark essay strategy are the BUSD LCAP goals. LCAP Goal #2 is as follows: Increase the quality and rigor of the core curriculum and instructional practice through full implementation of the Common Core State Standards made accessible to all students including English Learners. The BUSD writing benchmarks and writing emphasis, as documented in the "Planned Actions" written by our ELA teams in response to their analysis of student performance on these reports, clearly illustrates the alignment of this assessment to Common Core.

Note the comparison of the old SAT/new SAT and the Common Core below.

Benchmark Result:

9CP: We experienced a 5% increase in students earning a "3' yet also an increase in those who earned a "0"score. It is difficult to ascertain if students actually regressed or if some of these students are part of contingent of the ten students who did not take the benchmark. This is also is relevant to the increase because I don't know which students actually took the test twice.

10CP: 7% increase of students earning a "3" score.

11CP: 3% increase in students earning a "4".

12CP: Strong upward trend with a 26% increase in student earning a "3" and a 6% increase in students earning a "4".

One theme the board may note in reviewing our teacher's analysis is the obvious connection between reading and writing and the ability (or inability) to analyze what a given prompt is asking for. The ability to read critically is essential to a student's ability to effectively analyze and address the prompt; consequently, students with poor reading skills have tremendous challenges "to communicate analysis" in their writing.

Two positive trends communicated in the teacher analysis was improved incorporation of quotes and stronger thesis statements that incorporated language from the prompt.

Other content areas:
The benchmark in Math has changed since we moved to Illuminate. You will notice that the data is based upon "the % at mastery" which is 70%. Social studies also moved to Illuminate as did some of our science benchmarks.

SIDE BY SIDE: A LOOK AT THE SAT AND THE COMMON CORE

The College Board has provided an outline of key changes to the SAT, effective in 2016. Below is a College Board summary of the current and redesigned exam, plus an *Education Week* analysis providing relevant material in the Common Core State Standards.

	Current SAT	Redesigned SAT	Common Core
Citing Evidence	Reading and writing sections do not require students to cite evidence. Students select answers to demonstrate their understanding of texts but are not asked to support their answers.	Evidence-based reading and writing. Students will support answers with evidence, including questions that require them to cite a specific part of a passage to support their answer choice.	Citing specific "textual evidence" when interpreting material is a key thread of the common core. In the introduction, the English/language arts standards say college- and career-ready students "value evidence." It says, "Students cite specific evidence when offering an oral or written interpretation of a text."
Source Documents	Source documents do not represent a wide range of academic disciplines. While many different types of text might appear on any SAT, there is no requirement that students encounter scientific or historical sources.	Source documents originate from a wide range of academic disciplines. On every SAT, students will encounter source texts from science, history, and social studies, analyzing them the way they would in those classes.	The common core calls for teaching literacy across the curriculum. The English/language arts standards specifically highlight the teaching of reading, writing, and other literacy objectives in science, history/social studies, and technical subjects.
Vocabulary	Vocabulary focused on words that are sometimes obscure and not widely used in college and career. These words, while interesting and useful in specific instances, often lack broad utility in varied disciplines and contexts.	Vocabulary focused on words that are widely used in college and career. The exam will focus on words such as "synthesis" and "empirical" whose specific meaning depends on the context.	Students should develop "extensive vocabularies, built through reading and study," the standards say. They should "determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues," and "acquire and use accurately general academic and domain-specific words and phrases ... at the college and career readiness level."
Writing an Essay	The essay measures students' ability to construct an argument based on their background and experiences. Since students are not given source material, there is no way to verify the accuracy of their argument or examples.	The essay measures students' ability to analyze evidence and explain how an author builds an argument to persuade an audience. Responses will be evaluated based on the strength of the analysis as well as the coherence of the writing.	The writing section says students "must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. ... They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner."
Math Coverage	Math section samples content from a wide range of high school-level math. There are often only one or two questions on each topic and students need to cover a great deal of math to be prepared for all topics.	Math section draws from fewer topics that evidence shows most contribute to student readiness for college and career training. Students can study these core math areas in depth and have confidence that they will be assessed.	A key priority of the math common core is to cover fewer topics in greater depth. Also, the document says, "The high school standards specify the mathematics that all students should study in order to be college and career ready."
Calculators	Calculator permitted for full math section. It is difficult to assess students' sense of numbers, their fluency in calculation, and their ability understand concepts rather than plug in the answers.	Calculator permitted on certain portions of the math section. The calculator can be used where most appropriate, but the no-calculator section allows greater assessment of students' understanding, fluency, and technique.	Students should "use appropriate tools strategically," the math standards say. Proficient students use "technological tools to explore and deepen their understanding of concepts." (Both the PARCC and Smarter Balanced testing consortia plan to allow calculators on some but not all portions of their exams.)
Analyzing Text and Data	Reading and writing does not require data analysis. The reading and writing section does not often include passages from science and social studies with graphs and tables; questions rarely require students to both read text and analyze data.	Students asked to analyze both text and data in real world contexts, including identifying and correcting inconsistencies between the two. Students will show the work they do throughout their classes by reading science articles and historical and social studies sources.	Students should gain knowledge from "challenging" scientific and technical texts that "often make extensive use of elaborate diagrams and data to convey information and illustrate concepts." They must be able to read such texts "with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction."
Founding Documents	Source documents drawn from texts that are not widely recognized and publicly available. Students have no idea before they take the test what the reading passages will be about.	Each exam will include a passage drawn from the Founding [U.S.] Documents or the Great Global Conversation. Students read from either a founding document such as the Declaration of Independence or from the conversation they inspire in the United States and around	The grades 9-10 reading standards call for students to "analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's 'Letter from Birmingham Jail'), including how they address related themes and concepts." A companion

SchoolClimate and Connectedness

December 2017 - January 2018 Guidance & Counseling Report:

Prevention & School Climate:

PLUS: Peer Leaders Uniting Students: December meeting was a debrief from the PLUS conference that 15 leaders attended in November. There was also discussion of campus "issues". January's monthly meeting will focus on committing to participation and practice for the HSMS and BUHS Forums that are scheduled for the first week of February.

Link Crew: Link Crew Social committee made personalized cards of encouragement and happy holidays attached to a candy cane for every freshman during December. Link Crew Academic committee staffed the annual Co-Co and Cram study sessions in the BSC from 3:30 – 5 pm for four afternoons. The turnout was great as about 50 kids attended each of these late afternoons. In January, the Social Committee would like to try to go ice skating in Mammoth (cost?) to celebrate the leaders themselves, while the Academic Committee will plan to do a "lesson" in the freshman Success 101 classes.

Get Focused-Stay Focused/Success 102/103: During second and third quarter sophomore and junior homeroom classes are completing Success 102 and 103. During the 4th quarter, juniors will participate in mock interviews that will be done with volunteer community members (as we did last year). Seniors will be presenting their Portfolio documents and discussing 10-year plan with three person panels the week of February 12th. The school board is encouraged to participate in this process and should contact Lara ASAP to be scheduled onto a panel. An hour to two hours would be wonderful to hear from the students themselves and get a sense of what the program brings to our students. Lara wrote to 20+ organizations, employers and clubs to seek community involvement for these special projects.

Department PLC: Planning for the 2018-19 school year: Course Request classroom presentations for current students, visits to the feeder school 8th grades, parent informational meetings and Bronco Pride Night are tentatively scheduled. For 18-19 course pre-requesting we are planning to have the 9-10 grade students use the AERIES system to enter their own requests to make full use of AERIES and limit paper. All Students will still receive a 1:1 counselor conference re: academic standing, progress toward graduation and post-secondary goal setting.

Soon, departments will start the process of revising and adding course descriptions to the Course Catalog.

Semester report cards are being processed for mailing by Friday 1/12. Senior report cards will contain a notation re: community service deficiencies.

Freshmen and Sophomore guidance:

Schedule changes were made for the new semester to put students needing academic support into support classes: Access 9, Access 10 and Learning Center. A number of SSTs occurred before the end of the semester at the freshman/sophomore level for students with multiple low/failing grades.

In the next few weeks, Kathleen will explain transcripts with freshmen in classes as well as the implications of low grades.

Kathleen is attending 9/10th grade IEPs and 504 plan meetings; Del is attending to translate as needed.

Junior & Senior Guidance:

Schedule changes were made for the new semester to ensure graduation requirements will be met. A number of SSTs occurred before the end of the semester at the junior and senior level for students with low grades in courses required for graduation. Lara is attending 11/12th grade IEPs and 504 plan meetings, Del is attending to translate as needed.

We have 9 students (2 seniors and 7 juniors) concurrently enrolled in Cerro Coso online courses this semester (up from 5 last semester). These students have a "release" period and are working on their college class daily in the BSC.

Lara will be visiting senior classrooms in the next few weeks to assess financial aid application completion and numbers of students to support through Community College application processes. If more FAFSA support is needed, it will happen. Since the FAFSA opened this year on 10/1 – instructional presentations were done in October.

ASVAB Interpretation: Lara visited each of the junior homeroom classrooms with each student's ASVAB score. Students were taught the meaning of their percentile ranks and standard scores and then completed the FYI: Find Your Interest on-line tool which results in each student learning their Interest Codes: I, Investigative; R, Realistic; A, Artistic; S, Social; E, Enterprising; C, Conventional. With their top codes, students have access to the Occu-find website on which they can filter careers by their interest codes, Verbal/Math/Technical strengths, high demand and STEM careers. The Occu-find then gives a ton of info about each career: training required, average education for people in the job, nation-wide salary info, military counterpart careers; certifications available etc.

PSAT: results were released by College Board directly to students via email. Lara held a score interpretation workshop to help students access online scores and connect scores with the Khan Academy SAT prep, however out of 45 students only about 10 took advantage of this support. There may be National Merit Scholarship semifinalists for this group; the following students did pretty well (breaking 1290): Jeniffer Velazquez, Arianna Pope, and Matthew Thompson

One senior needed to transfer to PGHS due to credit deficiency and two juniors are on waiting list as PGHS reports to be full. Three additional seniors will be given just 5 weeks (3rd quarter progress period) to complete outstanding Credit Recovery credits – all have been "working" since 9/5/17 on 5 units and are not quite done. There are three juniors who have also been enrolled in Credit Recovery all semester who need to continue.

Early next week, mid-year transcripts (including fall grades) will be submitted via the Common Application and other web-based recommendation sites for the 21 seniors who applied to private colleges (last year 29 students applied to private schools).

Scholarships are becoming available and are being posted in the Daily Bulletin and through senior home rooms. When possible the applications will be up loaded to the Guidance & Counseling website and/or links to the applications posted. Seniors are familiar with the Community Scholarship application already as Lara visited Success 104 in the first quarter and provided them each a draft copy of the application.

ASB Director's Report to the BUSD School Board
(February, 2018)

It's almost Spring! Here is what your BUHS ASB has been focusing on.

Man of The Year: This year's Man of The Year competition, held in the BUHS Auditorium on **Wed., January 31st,** was a huge success. Martin Cruz was The Man! Over 100 people were in attendance. Ticket sales and money from selling baked goods will surely put a dent in our ASB CASL leadership trip this spring.

City Council Meetings: ASB President Erika Ellis will continue to participate in meetings as her schedule allows.

Advertising: BUHS ASB and our Graphic Arts program continue to work together to improve our posters and signage.

Student Store: The ASB student dollar store continues to roll. Open every day at break, ASB students sell healthy snacks. ASB stickers are available for students to purchase because they can still provide savings to students during our basketball season. We still have few BUHS t-shirts available for $5 (L and XL only). Contact Mr. Rowan if you are interested before they are all gone!

Winter Dance and Assembly: This year's winter dance theme is "Glow With The Flow". It's a blackout-like dance that will be DJ'ed by DJ Zeuz from Mammoth Lakes, CA. It will be held on **Friday, February 16th** from 7pm-11pm in our own East Gym. The dance will be preceded by an assembly held during homeroom period at BUHS. The assembly theme is "Battle of The Classes". Tickets are on sale now!

CASL/CADA: The 2018 CADA State Convention in Reno, NV runs from **February 28th to March 3rd** in Reno, NV. ASB will send most of its Commissioner Advisers with some other District and County Office folks (8 total) to this important informational and team-building conference designed to help promote a positive school culture. Twenty ASB students will attend the Spring CASL leadership conference in Ontario, CA from **April 7th to April 9th, 2018**.

Prom: We are trying something new this year...This year's BUHS Prom will be held at Whiskey Creek from 8pm-Midnight on Saturday, April 21st. We will have a DJ, photographer, and a photobooth. Tickets go on sale March 19th.

Other Important Dates & Event (Mark Your Calendars!)

1. Winter Dance: "Glow With The Flow" on Friday, February 16th from 7pm-11pm in the E. Gym at BUHS.
2. CADA: Feb. 28th to March 3rd.
3. BUHS Talent Show: Wed., March 21st from 6pm-8pm in the BUHS Auditorium
4. CASL: April 6th-9th.
5. Prom: April 21st (8pm-Midnight) at Whiskey Creek.

Athletics :

February Athletics Report: Stacy Vannest

Winter sports are wrapping up their regular seasons. Our boys soccer team finished as league champions and the first round playoff game will be Tuesday February 13th. Our girls soccer team finished as co-champions of the league and the first round playoff game will be Wednesday February 14th. Girls basketball looks as though they will finish 4th in league and will not be continuing onto play offs. Boys basketball league standing will depend on the game with California City as to whether we are co-champions or second place. Boys basketball playoffs are slated to begin February 20th. Wrestling hosts the league finals February 8th and it is anticipated at least one wrestler will move on to CIF on February 16th. Ski and snowboard finalists have been announced and state championships will begin March 5th.

Five students were pulled from winter sports for academic eligibility. Only one winter team, girls soccer, earned recognition from CIF for a team GPA above 3.0. Our random drug testing continues with three positive tests this school year.

Spring sports have all begun practicing. Track starts contests as early as the end of February. Other spring sports contests begin in early March.

Mammoth officially requested acceptance into the HDL on January 29th. The HDL will vote in March on whether or not to accept Mammoth into the league. Most schools are concerned about travel and about winter weather complications. At the CIF central section board of managers meeting in March Mammoth will either be accepted to the HDL, or accepted to freelance in the central section, or will be denied entrance to the central section.

2017/2018 Quarterly timed-writing benchmark results and analysis

Q1

9CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1			
1	31---31%			
2	51---51%			
3	11---11%			
4	1----1%			
Total # of Essays	103			

10 CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%			
1	33----47%			
2	37----53%			
3	6------9%			
4	0			
Total # of Essays	70			

11CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%			
1	36---35%			
2	49---48%			
3	19---18%			
4	1-----1%			
Total # of Essays	106			

12CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%			
1	14---27%			
2	30---48%			
3	17---27%			
4	0			
Total # of Essays	63			

Benchmark essay analysis: 9CP Prompt- text-based analysis
Quarter 1 2017/2018:

Observations:

Students were asked to analyze how the author persuaded. We spent quite a bit of time discussing methods of persuasion and the students were able to identify ways that persuasion can happen, but - on the whole - they were unable to pinpoint how the author built the argument to persuade. They were able to say it was persuasive and categorize the type of persuasion fairly accurately. We also gave specific and direct instruction on crafting essay statements that incorporate the words from the prompt to guide the direction of the essay answer. As a result, many students had solid thesis statements; however, transferring and supporting the ideas of the thesis statement to and within the body paragraphs was difficult. Many students had topic sentences saying they were going to address a particular aspect of the article, yet within the paragraph they talked about something else entirely. As opposed to last year, this group of students has a much better grasp on how to properly punctuate and capitalize. There are still random capitalization errors, run-on sentences, fragments and spelling errors - these are especially common in timed, challenging essays. On the whole, we feel that this year's students have a better grasp on the general mechanics of the English language and just need some help to rewrite and edit their work. Most students wrote introductions that were followed by individual body paragraphs. Only one student received a zero as a score and this was because no attempt was made to address the prompt.

Planned Actions:
Teachers will:

-Continue emphasis on how to punctuate, capitalize and use proper spelling. We will be giving direct instruction in these areas through regular mini lessons with repeated practice and opportunities to display their growing mastery.
-Have students practice telling HOW something has been accomplished rather than WHAT has been accomplished by an author.
-Focus on crafting Body Thesis Statements (topic sentences) for the body paragraphs and the proper use of CM's to support and analyze a given topic.
-Incorporate strategies for revision to help the students notice their areas for improvement and provide an opportunity to rewrite the essays and improve their skill.
- Model deconstructing prompts, drafting complete thesis statements, and complete introductory paragraphs.

Benchmark essay analysis: 10th grade: Prompt- text-based analysis
Quarter 1 2017/2018:

Observations:

After a guided close-read and direct instruction on how to write a structurally sound thesis, students' abilities to address the prompt with a guiding thesis statement greatly varied. The language and content of the passage that coupled the prompt proved difficult for students who have low reading and reading comprehension levels. Even with two days of class preparation, analysis of persuasive techniques and historical context, these students struggled to transfer and apply class instruction to their essays.

Students who wrote and follow a structural thesis pertaining to the prompt used that sentence as a guiding template and had more success in overall organization and structure. However, students who are still discussing the content of the article or whether they agree or disagree with the position of the author fell into summarization as opposed to analysis.

Overall, even the students who performed the lowest, had incorporated textual evidence. The higher performing students used quote weaving and relevant textual evidence to support their argument, while the lower performing students had transferred textual evidence without a transition, and often times that did not relate to their paragraph or the discussion of the prompt. However, despite the disparity in ability and/or performance, we are seeing students TRY to back up their ideas with the article's language. This is a positive.

As always, students need to be more cognizant of the clock and how to pace themselves to complete the entire essay.

Planned Actions:

Teachers will focus on:

- Explicit direct instruction on a structurally sound thesis that guides the organization of the essay.
- Review and practice incorporating words and phrases of textual evidence through quote weaving as opposed to block quotes. In addition, teach and build transitional phrases to help maintain the flow and organization of the essay.
- Continue to develop analysis through annotation, further questioning, and analysis to help students move beyond the first obvious thought.
- Teach, review and practice implementing vocabulary within the content of the text.

Benchmark essay analysis: 11th grade: Prompt- text-based analysis
Quarter 1 2017/2018:

Observations:

In some of the essays (perhaps ⅓),

The students are clearly delineated by their ability or inability to write an essay. Even though they were provided with in class discussion of the document, comprehension questions, a close reading activity, and notes on how writers persuade, some students seem to have no comprehension of the task they were supposed to accomplish. They write about ideas related to the topic, or give their opinion on the topic, but never address the question of the prompt.

In the same way, students who have understood how to create an essay were able to incorporate quote weaving and increase their cohesion between ideas with transitional words while coherently and logically showing how the author built the argument. Most of the students were not in this category.

Planned Actions: 11CP

Teachers will:

-Continue emphasis on grammar and vocabulary development.
-Continue to work on thesis development in answer to prompt
-Emphasize and reemphasize using the language of the prompt/thesis throughout the discussion
-Continue to re-teach how to write a body paragraph, introduction paragraph and conclusion paragraph while challenging the more capable writers to begin to find their own voice and style.
-Implement more exercises where the students analyze and correct their errors.

ELD

The ELD students in 11 CP vary greatly in their abilities. Our exchange student is fully capable of creating a thoughtful essay with skilled use of language. The other students range from demonstrating no ability to connect ideas to verging on grade-level appropriate essays.

Teachers will:

-Continue emphasis on grammar and vocabulary development.

-Continue to work on thesis development in answer to prompt and focus on how to discover what the prompt is by reading the question.

-Emphasize and reemphasize using the language of the prompt/thesis throughout the discussion.

-Continue to re-teach how to write a body paragraph, introduction paragraph and conclusion paragraph.

-Implement more exercises where the students analyze and correct their errors

- utilize the EL aide to provide more specific support in organizing thoughts and ideas and laying those ideas out in writing.

Benchmark essay analysis: 12th grade: Prompt- text-based analysis
Quarter 1 2017/2018:

Observations:

Based on earlier writing this year, including passage analysis prompts and the personal statement essay, these seniors needed more pre-teaching for the first benchmark. I was concerned about the effect an assignment of this importance would have on their grades, and so offered more guidance in vocabulary and the prompt itself than I usually do at this time of year- I'll be able to reach back and reinforce those concepts in the second quarter prior to the 2nd quarter benchmark.

The fact that students had a year's worth of familiarity with this SAT style prompt was obvious in their focus, their ability to stay on topic…. However:

- Students weave whole chunks of text rather than integrate only what they need
- Language is often choppy and does not flow well
- Style is fairly simple- syntax, vocabulary, use of verbs quite basic
- Thesis statements are only very basic and fail to completely articulate an answer to the prompt, although more students are incorporating basic language of prompt into thesis
- Students talked about"diction" and "imagery" because they were in the prompt, but showed a lack of understanding of how those concepts are used
- Too few references to text- usually only a couple- and very few papers showed how King's rhetorical devices worked in unison.
- Too many students fall short of actually articulating the connection between the references to the text and the prompt

- Students for the most part (in fact, almost entirely) avoided agreeing or disagreeing with King's argument- a real improvement over last year

Planned actions:

Teacher(s) will-

- revisit quote weaving to remind/ reinforce 10th and 11th grade teaching
- Give students actual practice reading their work out loud (need to spend more time with this in general)
- Emphasize stylistic elements like accuracy, syntax, elevated vocabulary of analytical writing
- Give mini-lessons on use of the words "diction" and "imagery" in rhetorical analysis
- Give mini-lessons on completeness of analysis- the "what else can I say" concept
- Demonstrate revision process on a couple of student essay just prior to next benchmark-
- Need to give a pep talk to those whose grades are really low...

2017/2018 Quarterly timed-writing benchmark results and analysis

Q2

9CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1	7---6%		
1	31---31%	39---35%		
2	51---51%	48---42%		
3	11---11%	18---16%		
4	1----1%	1--->1%		
Total # of Essays	103	113		

10 CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%	0		
1	33----47%	25---35%		
2	37----53%	35---49%		
3	6------9%	11---16%		
4	0	0		
Total # of Essays	70	71		

11CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%	1----1%		
1	36---35%	33---32%		
2	49---48%	56---54%		
3	19---18%	16---15%		
4	1-----1%	5-----4%		
Total # of Essays	106	111 *2 missing		

12CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1-----1%	0		
1	14---27%	4---6%		
2	30---48%	23--35%		
3	17---27%	35--53%		
4	0	4---6%		
Total # of Essays	63	66		

Benchmark essay analysis: 9CP Prompt- text-based analysis
Quarter 2, 2017/2018:

Observations:

Students were again asked to analyze how the author persuades the audience. All of the benchmark prompts are essentially the same - only the content varies.

Many more students were able to succeed in crafting strong thesis statements that used the language of the prompt. More students were able to transfer the supporting ideas to the topic sentences of their body paragraphs and incorporate quotes (concrete details) justifying their stance in the thesis. However, for others, transferring and supporting the ideas of the thesis statement to and within the body paragraphs remained a challenge. Many more students completed multiple paragraphs that contained two quotes in support of their claims. There was a general increase in effort and focus on what the prompt was asking. The general difficulty seems to stem from the inability of the students to attend to the difficulty of the text and remember what they discussed or thought about from class time to class time. As a result, they tend to express their own opinions on the topic or summarize what the author said when they write rather than analyze the way the author constructed his or her argument. Within the category of 2, students are making significant improvement. Their essays are still at the level of 2, but they are moving from the low end of the "2 spectrum" to the upper end of the "2 spectrum."

There are still random capitalization errors, run-on sentences, fragments and spelling errors - these are especially common in timed essays.

The student who received a zero on his attempt last time was able to pull a low 2 on this Essay.

Note there are a significantly higher number of essays completed in Quarter 2. 10 students who did not turn in essays during Mrs. Dutton's time on disability at the end of Quarter 1 did turn in essays in quarter 2. The majority of these scored a 0 for inc or a 1.

Planned Actions:
Teachers will:

-Utilize peer tutors in the Intervention Program to target individual students for help.
-Teach grammatical structures based on sentence parts to help students understand and remember when and how to punctuate.
-Have students engage in conversation to differentiate how the persuasion happens rather than repeating what the author's arguments were.
-Continue to focus on creating strong thesis statements.

-Continue to focus on crafting Body Thesis Statements (topic sentences) for the body paragraphs and the proper use of CM's to support and analyze a given topic.
-Introduce the concept of a TLQ (Transition, Lead-in, Quote) to begin to weave the concrete details into the flow of the body paragraph.
-Continue to incorporate strategies for revision to help the students notice their areas for improvement and provide an opportunity to rewrite the essays and improve their skill.
- Continue to model deconstructing prompts, drafting complete thesis statements, and complete introductory paragraphs.

Benchmark essay analysis: 10th grade: Prompt- text-based analysis
Quarter 1 2017/2018:

Observations:

We continued direct instruction on a structurally sound thesis statements in relation to the prompt. The prompt is consistent for each benchmark throughout the year, so as we prepare, we continue to discuss how to address the prompt using language that specifically pertains to the essay. Again the language and content of the article proves difficult for the low readers (which is a larger proportion of the students) and directly relates to the ability to write about the topic of the prompt.

Analysis proves to be one of the more difficult skill areas. The students struggle to develop their ideas fully which leaves their essay full of logical holes or repetitious. We continue to work on developing ideas through direct instruction throughout the year.

As an area of improvement, we spent time looking at several more literary devices that an author can use to address an audience. We spoke of ethos, pathos, and logos and worked as a class to discuss how content would support these ideas. The students worked to digest this new material and several incorporated these ideas within their essays. Because of this, students had a larger base of devices to work with and therefore helped decrease some of the repetition.

A second area that we saw overall improvement was with quote weaving. Throughout the semester we have worked to continually address weaving quotes throughout their essays. We practiced this as a class, in small groups and individually. We discussed how textual evidence is essential to explaining and idea and developing an idea. However, this semester we worked toward not just dropping quotes in but instead weaving them throughout their own language. We are slowly making progress here.

Lastly, there were very few students who summarized the article or agreed/disagreed with the author. This show students are starting to address the question being asked in the prompt.

Planned Actions:

Teachers will focus on:

- Continued explicit direct instruction on a structurally sound thesis that guides the organization of the essay.
- Revisit and review the general structure of a body paragraph, including, weaving in textual evidence to help support and develop their ideas.
- Use direct instruction and class discussion to build upon ideas, themes, characterizations within a text to show how to explain and expand upon analysis.
- Practice close reading strategies to further help students look closely at content of a smaller section of writing. This would include continual vocabulary development, annotations of how the reader is impacted, ideas, and themes, as well as asking questions that promote further thought about the text.
- Continue to pull out, teach and review difficult or new vocabulary.

Benchmark essay analysis: 11th grade: Prompt- text-based analysis
Quarter 2 2017/2018:

Observations:

Students were again asked to analyze how the author persuaded the audience. This is their 6th attempt at an essay with this type of prompt. More students were able to complete thesis statements that reflected accurately the requirement of the prompt. More students had success in providing concrete details to support their reasoning within the body paragraphs.

There seemed to be an increase in students who have understood how to create reasoning within an essay as evidenced by an increase their cohesion between ideas with use of transitional words.

The students are primarily divided into two groups. The ones who seem to value the need to write well and express themselves clearly are making systematic progress. The other group of students have decided that they are unable to communicate analysis in writing. They make half-hearted attempts at the prompt (because they need to pass) but they are not concerned with truly understanding the text or defending an opinion about it. Unfortunately, the students who fall into this group also seem to be the lowest readers - because the task is difficult, they assume they will not succeed and make a minimal effort.

Planned Actions: 11CP

Teachers will:

-Continue emphasis on grammar and vocabulary development.
-Continue to work on thesis development in answer to prompt
-Emphasize and reemphasize using the language of the prompt/thesis throughout the discussion
-Continue to re-teach how to write a body paragraph, introduction paragraph and conclusion paragraph while challenging the more capable writers to begin to find their own voice and style.
-Give more opportunity to practice creating body paragraphs for non-testing situations.
-Implement more exercises where the students analyze and correct their errors.

ELD

The ELD students in 11 CP vary greatly in their abilities. Our exchange student is fully capable of creating a thoughtful essay with skilled use of language. The other students range from demonstrating no ability to connect ideas to verging on grade-level appropriate essays.

Teachers will:

-Continue emphasis on grammar and vocabulary development.
-Continue to work on thesis development in answer to prompt and focus on how to discover what the prompt is by reading the question.
-Emphasize and reemphasize using the language of the prompt/thesis throughout the discussion.
-Continue to re-teach how to write a body paragraph, introduction paragraph and conclusion paragraph.
-Implement more exercises where the students analyze and correct their errors
- utilize the EL aide to provide more specific support in organizing thoughts and ideas and laying those ideas out in writing.

Benchmark essay analysis: 12th grade: Prompt- text-based analysis
Quarter 2 2017/2018:

Observations:

The second quarter scores definitely showed improvement over first. A significant increase occurred in the number of three's and there were even a few four' s.

We conducted mini-workshops using student essays and modeling real-time revision via projected word-processing for the whole class to view- a valuable tool for direct writing instruction. These occurred several times throughout the quarter, but emphasized the SAT prep prompts in the week just prior to the benchmark. This process appears to have been fruitful- Also accounting for the improvement, I think, is a growing concern on the student's part about their grades- I spent some time reinforcing the importance of transcripts for seniors. Students also were required to spend a good twenty to thirty minutes on some form of pre-writing exercise, which may have contributed to success.

- Some still weave whole chunks of text rather than integrate only what they need, but there was a big improvement here.
- Style is still fairly simple- syntax, vocabulary, but students showed better awareness of verb choice
- Thesis statements showed improvement in both answering prompt and setting up a structure for the essay
- Students showed greater understanding of "diction" and "imagery," including providing descriptors.
- Still too few references to text, and…
- Analysis still thin on many papers

Planned actions:

Teacher(s) will-

- Continue to reinforce quote weaving of smaller chunks
- Give students actual practice reading their work out loud (need to spend more time with this in general) I again found it difficult to take the time to do this, as it usually requires going outside- I need to, though-
- Continue to emphasize stylistic elements- incorporate more "modeling" lessons
- Continue to conduct mini-lessons on completeness of analysis- the "what else can I say" concept
- Repeat the demonstrations of the revision process on student essay just prior to 3rd quarter benchmark-
- Applaud students' efforts generally

WHAT % IS MASTERY?

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Math One
First Semester Benchmark 2017-2018
Teachers: Barbara Fernandez and David Fulkerson

Analysis:

Based on a Teacher Assessment Overview Report from Illuminate, the following Essential Standards need review in all Math One classes:

CCCS.MA. A-SSE.1.a	Interpret parts of an expression, such as terms, factors and coefficients.
CCCS.MA. G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.
CS.MA.AI.8.0	Understand the concepts of parallel/perpendicular lines and how their slopes are related. Find equations of perpendicular lines given slope and a point.

Planned Action:

Based on our departmental PLC meeting, the Math One teachers agree to take the following actions:

1) Using the slope criteria for parallel and perpendicular lines to find the equation of a given line needs to be reviewed with all Math One students. This is a critical concept (rate of change) that allows students to connect mathematics to real-life applications.

2) The test items that covered Standard CCCS.MA. A-SSE.1.a were two application based word problems. Solving word problems and mathematical literacy will continue to be a major focus second semester as we continue to implement the CCSS.

3) Students continue to need additional practice with new questions types such as multiple selected response and open ended /performance task problems. These types of questions take time and practice to develop successful strategies.

4) Each teacher will use the benchmark data and quarter grades in order to identify individual students who are not learning. Prescriptions are being written for these students to attend Math Intervention.

Teacher Assessment Overview

Assessment: **Math One First Semester Benchmark**

Site: **Bishop Union High School**
Teacher: **Fernandez, Barbara**

Course: **Math I (0430) - Math**
Section: **All Classes**

Roster Date: **Control Panel (01-11-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.F-IF.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	91%	50	91%	0.91	1
CS.MA.8-12.AI.4.0	Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x - 5) + 4(x - 2) = 12.	85%	47	85%	0.85	1
CS.MA.8-12.AI.5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	84%	46	82%	3.27	4
CS.MA.8-12.AI.17.0	Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	84%	46	84%	0.84	1
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	76%	42	78%	5.44	7
CS.MA.8-12.AI.6.0	Students graph a linear equation and compute the x-and y-intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2x + 6y < 4).	75%	41	85%	2.56	3
CCCS.MA.9-12.A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	69%	38	79%	4.73	6
CCCS.MA.9-12.A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	67%	37	67%	0.67	1
CS.MA.8-12.AI.9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	67%	37	67%	0.67	1
CCCS.MA.9-12.A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	65%	36	65%	0.65	1
CCCS.MA.9-12.A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	44%	24	62%	1.24	2
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	33%	18	53%	1.05	2
CCCS.MA.9-12.F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	27%	15	59%	1.78	3
CS.MA.8-12.AI.8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	25%	14	59%	1.78	3

Teacher Assessment Overview

Assessment: **Math One First Semester Benchmark**

Site: **Bishop Union High School**
Teacher: **Fernandez, Barbara**

Course: **Math I (0430) - Math**
Section: **All Classes**

Roster Date: **Control Panel (01-11-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	25%	14	59%	1.78	3
CCCS.MA.9-12.A-SSE.1.a_2	Interpret parts of an expression, such as terms, factors, and coefficients.	18%	10	45%	0.89	2

Teacher Assessment Overview

Assessment: **Math One First Semester Benchmark**

Site: **Bishop Union High School**
Teacher: **Fulkerson, David**

Course: **Math I (0430) - Math**
Section: **All Classes**

Roster Date: **Control Panel (01-11-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CS.MA.8-12.AI.4.0	Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x - 5) + 4(x - 2) = 12.	93%	52	93%	0.93	1
CS.MA.8-12.AI.17.0	Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	77%	43	77%	0.77	1
CCCS.MA.9-12.A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	77%	43	77%	0.77	1
CCCS.MA.9-12.F-IF.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	73%	41	73%	0.73	1
CS.MA.8-12.AI.5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	68%	38	76%	3.05	4
CCCS.MA.9-12.A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	66%	37	66%	0.66	1
CS.MA.8-12.AI.9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	66%	37	66%	0.66	1
CS.MA.8-12.AI.6.0	Students graph a linear equation and compute the x-and y-intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2x + 6y < 4).	61%	34	74%	2.23	3
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	57%	32	65%	4.52	7
CCCS.MA.9-12.A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	57%	32	74%	4.41	6
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	41%	23	60%	1.20	2
CCCS.MA.9-12.F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	38%	21	64%	1.93	3
CCCS.MA.9-12.A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	25%	14	43%	0.86	2
CS.MA.8-12.AI.8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	23%	13	52%	1.55	3

Teacher Assessment Overview

Assessment: **Math One First Semester Benchmark**

Site: **Bishop Union High School**
Teacher: **Fulkerson, David**

Course: **Math I (0430) - Math**
Section: **All Classes**

Roster Date: **Control Panel (01-11-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

	Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
✓	**CCCS.MA.9-12.G-GPE.5**	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	23%	13	52%	1.55	3
✓	**CCCS.MA.9-12.A-SSE.1.a_2**	Interpret parts of an expression, such as terms, factors, and coefficients.	21%	12	44%	0.88	2

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Math 1 Honors
Semester 1 Benchmark 2017-2018

Teacher:
Stacy Van Nest

Analysis:

Based on a Standards Summary Report from Illuminate, the following Essential Standards need review in Math 1 Honors classes:

Standard CCSS-MATH A REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Standard CCSS-MATH A I 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve the system of two linear inequalities in two variables and to sketch the solution sets.

Standard CCSS-MATH A REI.6 Solve systems of linear equations exactly and approximately (e.g. with graphs), focusing on pairs of linear equations in two variables.

Planned Action:

Based on the data analysis I plan to take the following actions:

1) These three standards were covered in three of the most missed questions. Each question was multi step and the smallest details were needed to answer correctly. The mathematic practice of attending to precision will be focused upon before the next benchmark assessment.

2) Systems of equations and inequalities has been this classes weakest unit assessment and standard on the benchmark. We will continue to review systems and their applications.

- The class average on this benchmark was 78.6%, an increase of 1% over the 16-17 school year.

Teacher Assessment Overview

Assessment: **Math 1 HONORS Semester 1 Final**

Site: **Bishop Union High School**
Teacher: **Van Nest, Stacy**

Course: **Math I (H) (0431)**
Section: **Math I (H) - 1 (2332)**

Roster Date: **Control Panel (12-21-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	100%	34	100%	1.00	1
CCCS.MA.9-12.A-CED.4_2	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	97%	33	97%	0.97	1
CS.MA.8-12.AI.5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	97%	33	93%	3.71	4
CS.MA.8-12.AI.4.0	Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x - 5) + 4(x - 2) = 12.	97%	33	97%	0.97	1
CCCS.MA.9-12.A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	91%	31	87%	6.97	8
CCCS.MA.9-12.F-IF.4_2	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	91%	31	91%	0.91	1
CCCS.MA.9-12.A-SSE.1.a_2	Interpret parts of an expression, such as terms, factors, and coefficients.	88%	30	85%	4.24	5
CS.MA.8-12.AI.6.0	Students graph a linear equation and compute the x-and y-intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2x + 6y < 4).	85%	29	93%	2.79	3
CCCS.MA.9-12.F-LE.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	82%	28	90%	1.79	2
CS.MA.8-12.AI.21.0	Students graph quadratic functions and know that their roots are the x-intercepts.	82%	28	82%	0.82	1
CS.MA.8-12.AII.12.0	Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	76%	26	76%	0.76	1
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	76%	26	79%	7.15	9
CCCS.MA.9-12.F-IF.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	71%	24	84%	1.68	2
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	65%	22	85%	2.56	3
CCCS.MA.9-12.F-IF.7.b_2	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	65%	22	65%	0.65	1

Teacher Assessment Overview

Assessment: **Math 1 HONORS Semester 1 Final**

Site: **Bishop Union High School**
Teacher: **Van Nest, Stacy**

Course: **Math I (H) (0431)**
Section: **Math I (H) - 1 (2332)**

Roster Date: **Control Panel (12-21-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	62%	21	64%	2.56	4
CCCS.MA.9-12.F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	56%	19	56%	0.56	1
CCCS.MA.9-12.F-LE.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	44%	15	62%	1.24	2
CS.MA.8-12.AI.8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	38%	13	68%	2.03	3
CCCS.MA.9-12.A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	29%	10	50%	1.00	2
CCCS.MA.9-12.A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	9%	3	50%	1.00	2
CS.MA.8-12.AI.9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	9%	3	50%	1.00	2

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Math 2

Second Quarter Benchmark 2017-2018

Teachers: Deidre Buchholz and Stacy Van Nest

Analysis:

Based on a Standards Summary Report from OARS, the following Essential Standards need review in Math 2:

CCSS-MATH G SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Planned Action:

Based on the analysis of the data, we agree to take the following actions:

1) The Integrated Math 2 average was 67%. There are multiple reasons that contribute to this average including student buy-in from students who felt secure with their grade going into the final, the length of the exam might have contributed to a lower percentage due to exhaustion, and student lack of interest and/or preparation for the exam.

2) We chose standard CCSS-MATH G SRT.5 as the Standard to focus on. This standard deals with congruence and similarity of triangles. While analyzing student answers and discussing common mistakes, we feel that students performed lowest on this standard because it involves some of the most difficult content in the exam. We also feel that students made careless mistakes either due to feeling rushed and/or taking adequate time to choose appropriate answers. To note, a few other standards had a lower percent, but they were on so very few questions that they are not included in this report.

Teacher Assessment Overview

Assessment: **Math 2 - Q2 Benchmark Exam (Sem1 Final)**

Site: **Bishop Union High School**
Teacher: **Buchholz, Deidre**

Course: **Math II (0434)**
Section: **Math II - 4 (1983), Math II - 6 (2120)**

Roster Date: **Control Panel (12-22-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-CO.9	Prove theorems about lines and angles.	84%	37	84%	6.70	8
CCCS.MA.9-12.G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	82%	36	90%	1.80	2
CCCS.MA.9-12.G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	80%	35	85%	1.70	2
CCCS.MA.9-12.G-CO.11	Prove theorems about parallelograms.	61%	27	71%	7.07	10
CCCS.MA.9-12.G-SRT.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	55%	24	55%	0.55	1
CCCS.MA.9-12.G-CO.10	Prove theorems about triangles.	48%	21	62%	4.95	8
CCCS.MA.9-12.G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	45%	20	66%	1.32	2
CCCS.MA.9-12.G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	39%	17	64%	10.91	17

Teacher Assessment Overview

Assessment: **Math 2 - Q2 Benchmark Exam (Sem1 Final)**

Site: **Bishop Union High School**
Teacher: **Van Nest, Stacy**

Course: **Math II (0434)**
Section: **Math II - 2 (1897)**

Roster Date: **Control Panel (01-11-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	84%	21	92%	1.84	2
CCCS.MA.9-12.G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	72%	18	80%	1.60	2
CCCS.MA.9-12.G-CO.9	Prove theorems about lines and angles.	72%	18	79%	6.32	8
CCCS.MA.9-12.G-CO.11	Prove theorems about parallelograms.	64%	16	62%	6.24	10
CCCS.MA.9-12.G-SRT.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	64%	16	64%	0.64	1
CCCS.MA.9-12.G-CO.10	Prove theorems about triangles.	32%	8	59%	4.72	8
CCCS.MA.9-12.G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	28%	7	55%	9.40	17
CCCS.MA.9-12.G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	24%	6	40%	0.80	2

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Math 2A

Second Quarter Benchmark Fall 2017

Teacher: Demetria Gianopoulos

Overall Summary: On average the students scored 48% on the second quarter benchmark exam. The high score was 78%; 3 students out of 22 scored above the mastery level of 70%, an improvement over last year when no student scored above 70%.

Analysis:

This course, Integrated Mathematics 2A, covers the first semester of Math 2 in a year. This second quarter benchmark exam is identical to the the Math 2 first quarter benchmark. Students are placed in this course after failing Math 1 because they will benefit from the slowing pacing. Roughly one-third of them have IEPs and 504. Because of the extra time available in this class, it is taught using a variety of hands on tools, such as patty paper geometry. I have also found the EDI strategies particularly useful in this class, as these students in particular need the structure of the engagement norms to focus and rebuild lacking foundational skills. While only three student met the 70% mark on this exam which is at grade level, many of the students are developing foundational mathematics and are performing well on classwork and unit assessments.

CCSS.MA.9-12.G-SRT.5: Half of the questions on this exam covered this standard about triangle congruence and not a single student is at Mastery. These students for the most part have all learned from EDI techniques like "Read with Me", "Track with me," etc. what the five methods for determining triangle congruence are. However, they have difficulty analyzing the information given in diagrams or symbols to determine which of the five methods applies. Many of these students need additional practice with pre-skills, such as properly identifying an angle with 3 letters (ex. <LRS) from a diagram with adjacent angles. These skills will be needed in the second semester unit on Similarity in Triangles. So the requisite pre-skills must be review beforehand.

Teacher Assessment Overview

Assessment: **Math 2 - Q1 Benchmark Exam**

Site: **Bishop Union High School**
Teacher: **Gianopoulos, Demetria**

Course: **Math II A (0436)**

Roster Date: **Control Panel (01-10-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-CO.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	41%	9	61%	1.23	2
CCCS.MA.9-12.G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	32%	7	67%	2.00	3
CCCS.MA.9-12.G-CO.10	Prove theorems about triangles.	32%	7	57%	1.14	2
CCCS.MA.9-12.G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	23%	5	58%	4.05	7
CCCS.MA.9-12.G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	0%	0	35%	4.95	14

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Math 2B
First Quarter Benchmark 2017-2018

Teacher:
Stacy Van Nest

Analysis:

Based on a Standards Summary Report from Illuminate, the following Essential Standards need review in Math 2B Class:

Standard CCSS-MATH G GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Standard CCSS-MATH G SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Planned Action:

Based on the data analysis I plan to take the following actions:

1) Review the most missed questions and use EDI strategies to further discuss the differences on surface area and lateral area.

2) Properties of similarity and congruence can easily be switched. This standard was worked on before and will continue to be worked on throughout the year.

It is important to note that this is essentially a support class. Math 2B completes the second half of the math 2 book. This semester benchmark exam is the exact same test that the regular Math 2 classes and this class had a 48% average. This is a 3% increase from the 16-17 school year. The math department will discuss if the same benchmark exams should be given. I believe that test taking skills, study habits, and the process of learning logs and these students putting forth effort is a greater measure of these particular students' success, rather than a score on a benchmark exam.

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Honors Math 2

Second Quarter Benchmark 2017-2018

Teachers: Deidre Buchholz

Analysis:

Based on a Standards Summary Report from OARS, the following Essential Standards need review in Honors Math 2:

NO STANDARD CHOSEN

Planned Action:

Based on the analysis of the data, I agree to take the following actions:

1. The overall class average was 80% on this exam. I am very pleased with this result and appreciate how hard the students are working. From analyzing the results of this Benchmark Exam, I most likely will not devote any extra time on Semester One topics that do not naturally converge with Semester Two topics because students showed proficiency (70% or higher) on every standard from the Benchmark. With that said, there were a few standout low scores that are getting my attention to consider appropriate class placement for both the remainder of this year and for Honors placement next year.

2. I am struggling with the class size at 36 students. The biggest problem I have is that I am not spending enough one-on-one time with the students due to time spent managing the class during the lecture, answering questions and grading class work. Individual student time is happening more during Homeroom than during the class period which I find frustrating. The only way to remedy this would be to create two sections of the course. I am not sure if this would be the best route to take, but is something to consider. We split up a large Honors Math 1 class a few years back into two sections of Honors Math 2 and personally, I feel that was an excellent choice for the students.

Teacher Assessment Overview

Assessment: **Honors Math 2 - Q2 Benchmark Exam (Sem1 Final)**

Site: **Bishop Union High School**
Teacher: **Buchholz, Deidre**

Course: **Math II (H) (0435)**
Section: **Math II (H) - 3 (2261)**

Roster Date: **Control Panel (12-21-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-C.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	100%	36	100%	1.00	1
CCCS.MA.9-12.G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	100%	36	100%	1.00	1
CCCS.MA.9-12.G-C.2	Identify and describe relationships among inscribed angles, radii, and chords.	92%	33	92%	0.92	1
CCCS.MA.9-12.G-SRT.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	86%	31	93%	1.86	2
CCCS.MA.9-12.G-CO.10	Prove theorems about triangles.	72%	26	80%	4.78	6
CCCS.MA.9-12.G-CO.11	Prove theorems about parallelograms.	72%	26	85%	6.83	8
CCCS.MA.9-12.G-SRT.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	61%	22	85%	3.42	4
CCCS.MA.9-12.G-SRT.4	Prove theorems about triangles.	50%	18	71%	1.42	2
CCCS.MA.9-12.G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	44%	16	78%	10.89	14
CCCS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	36%	13	76%	3.06	4

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Mathematics 3

Semester 1 Benchmark Fall 2017

Teacher: Demetria Gianopoulos and David Fulkerson

Analysis and Planned Action:

Eighty-six students in four classes scored an average of 62% on the 2nd quarter Benchmark Exam. Only 41% of students achieved the mastery level of 70%.

Caveat: Some information was lost in the transition between test management systems. 11 of the 50 questions are no longer linked to standards in the Illuminated system. This fact was unknown before the exam was administered. This will be corrected for quarter three. However, no comparison can be appropriately made between this year and last.

CCSS.MA.9-12.N-RN.1: » High School - Number and Quantity » Mathematics » Common Core Content Standards

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

Only 20% of students mastered this standard, which involved only 2 of the 50 questions on the exam. This standard is very specific; it involves fractions in exponents and converting them into equivalent radicals. Weakness with exponential notation and operations with fractions exasperates the deficits seen in these results.

CCCS.MA.9-12.A-CED.2_2 » High School - Algebra » Mathematics » Common Core Content Standards

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

About one-third of students mastered the eight questions on this standard. This standard is very general and the questions on it ranged from linear equations and solutions of linear systems to quadratics and their graphs and solving them by completing the square. Due to the limitations of our current familiarity with Illuminated, we were not able to segment the results by question and pinpoint the greatest source of student misunderstanding.

CCCS.MA.9-12.A-SSE.2_2 » High School - Algebra » Mathematics » Common Core Content Standards

Use the structure of an expression to identify ways to rewrite it.

About one-third of students mastered the nine questions on this standard. This standard is very general, but all of the questions on the test under this standard involved just two topics: factoring quadratic expressions or simplifying radical expressions. Factoring is an essential topic covered in all four years of high school mathematics and students should be well-versed in it and approaching mastery by the 11th grade.

From the results of unit tests, we are not surprised by these benchmark scores. After the unit test on factoring, we did some reteaching using the "Open Middle" technique, which aims to make traditional skills more rigorous and accessible by opening up the middle (as opposed to "open-ended"). We, Mr. Fulkerson and Mrs. Gianopoulos, have also discussed the need to introduce the use of Algebra Tiles, a hands-on set of manipulatives, to teach factoring in the BUHS math department at all grade levels.

Teacher Assessment Overview

Assessment: **Math3 Q2 Benchmark**

Site: **Bishop Union High School**
Teacher: **Fulkerson, David**

Section: **All Classes**

Roster Date: **Control Panel (01-23-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.F-BF.1_2	Write a function that describes a relationship between two quantities.	65%	13	65%	0.65	1
CCCS.MA.9-12.F-IF.7.c_2	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	65%	13	65%	0.65	1
CCCS.MA.9-12.A-CED.4_2	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	60%	12	70%	1.40	2
CCCS.MA.9-12.A-SSE.1_2	Interpret expressions that represent a quantity in terms of its context.	55%	11	75%	1.50	2
CCCS.MA.9-12.F-IF.7_2	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	55%	11	65%	2.60	4
CCCS.MA.9-12.F-IF.4_2	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	45%	9	45%	0.45	1
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	40%	8	57%	4.55	8
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	30%	6	48%	0.95	2
CCCS.MA.9-12.A-SSE.1.a_2	Interpret parts of an expression, such as terms, factors, and coefficients.	30%	6	55%	1.10	2
CCCS.MA.9-12.A-SSE.2_2	Use the structure of an expression to identify ways to rewrite it.	30%	6	59%	5.30	9
CCCS.MA.9-12.N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	25%	5	52%	1.05	2
CCCS.MA.9-12.A-APR.7_2	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	25%	5	46%	2.30	5

Teacher Assessment Overview

Assessment: **Math3 Q2 Benchmark**

Site: Bishop **Union** High **School**
Teacher: **Gianopoulos, Demetria**

Course: **Math III (0438)**

Roster Date: **Control Panel (01-22-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.A-SSE.1_2	Interpret expressions that represent a quantity in terms of its context.	77%	48	88%	1.76	2
CCCS.MA.9-12.F-BF.1_2	Write a function that describes a relationship between two quantities.	61%	38	61%	0.61	1
CCCS.MA.9-12.F-IF.7_2	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	61%	38	69%	2.77	4
CCCS.MA.9-12.F-IF.4_2	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	60%	37	60%	0.60	1
CCCS.MA.9-12.A-CED.4_2	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	60%	37	73%	1.45	2
CCCS.MA.9-12.F-IF.7.c_2	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	58%	36	58%	0.58	1
CCCS.MA.9-12.A-APR.7_2	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	53%	33	70%	3.50	5
CCCS.MA.9-12.A-SSE.1.a_2	Interpret parts of an expression, such as terms, factors, and coefficients.	53%	33	71%	1.42	2
CCCS.MA.9-12.A-SSE.2_2	Use the structure of an expression to identify ways to rewrite it.	35%	22	63%	5.66	9
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	32%	20	60%	4.81	8
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	27%	17	55%	1.10	2
CCCS.MA.9-12.N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	19%	12	45%	0.90	2

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Honors Math 3

Second Quarter Benchmark 2017-2018

Teachers: Deidre Buchholz

Analysis:

Based on a Standards Summary Report from OARS, the following Essential Standards need review in Honors Math 3:

CCSS-MA.9-12.F-BF.4_2 Find inverse functions.

CCSS-MA.9-12.A-REI.11_2 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

Planned Action:

Based on the analysis of the data, I agree to take the following actions:

1) The class average was an 77%, which I am very pleased about. I would like to review inverse functions with the class and this will work out nicely since this topic naturally overlaps with Semester 2 on Trigonometric Functions I will also review finding solutions with the students when they naturally converge with second semester topics. I do not feel a need to do extensive review beyond doing test corrections on the other topics since they did so well on the exam, demonstrating proficiency of the material.

2) This is my second year teaching Math 3 Honors and I am pleased with the changes I have made already. I have changed my pacing, notes delivery, Practice assignments, performance tasks and more. Since the goal is to go to AP Calculus next year, we need to spend a heavy amount of time this semester focusing on trigonometry, logarithms, exponential equations and transformations of curves.

3) I feel it is necessary to mention the dedication to academics that most of these students have. Some are overwhelmed with their academic focus due to their choice of so many AP and Honors classes. Even though they are overwhelmed, the students are highly motivated to get their nightly Practice assignments done but, moreover, they understand the importance of truly understanding the material. The students come to class prepared, ready to ask questions and to learn a new topic daily. I am very impressed with this group of students.

Teacher Assessment Overview

Assessment: **Honors Math 3 - Q2 Benchmark 2017-2018**

Site: **Bishop Union High School**
Teacher: **Buchholz, Deidre**

Course: **Math III (H) (0438A)**
Section: **Math III (H) - 1 (1883), Math III (H) - 2 (1926)**

Roster Date: **Control Panel (12-22-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCSS.CCSS.Math.Content.HSA-APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	98%	40	98%	0.98	1
CCSS.CCSS.Math.Content.HSA-APR.C.5	Know and apply the Binomial Theorem for the expansion of (x + y) to the n power in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	98%	40	98%	0.98	1
CCSS.CCSS.Math.Content.HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	90%	37	95%	1.90	2
CCCS.MA.9-12.F-BF.3_2	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	85%	35	91%	1.83	2
CCCS.MA.9-12.A-CED.3_2	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	78%	32	78%	0.78	1
CCCS.MA.9-12.A-REI.2_2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	76%	31	84%	4.22	5
CCCS.MA.9-12.F-BF.1.b_2	Combine standard function types using arithmetic operations.	73%	30	73%	0.73	1
CCCS.MA.9-12.A-CED.2_2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	66%	27	82%	1.63	2
CCCS.MA.9-12.F-BF.1.c	Compose functions.	66%	27	66%	0.66	1
CCCS.MA.9-12.N-CN.9_2	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	61%	25	76%	4.54	6
CCCS.MA.9-12.F-IF.7.c_2	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	61%	25	77%	1.54	2
CCSS.CCSS.Math.Content.HSF-BF.B.5	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	54%	22	74%	1.49	2
CCCS.MA.9-12.A-APR.7_2	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	54%	22	79%	3.17	4
CCCS.MA.9-12.F-BF.4_2	Find inverse functions.	44%	18	61%	1.22	2

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Precalculus
Second Quarter Benchmark 2017-2018
Teacher: David Fulkerson

Analysis and Planned Action:
Based on the Teacher Assessment Overview Report from Illuminate, the following were the least mastered standards. Note, 7 of the 40 questions were not linked to standards after transfering assessments between the OARS and the Illiminate systems. Therefore, no accurate comparison can be appropriately made between this year and years past. The error was unknown before the exam was administered and will be corrected before the implementation of the next benchmark.

CCCS.MA.9-12.N-CN.8_2-Extend polynomial identities to the complex numbers.

11% of students mastered this standard. The two questions related to this standard rely heavily on analytical equivalence of polynomial manipulation. This year's class struggled with with equivalence, which is an alarming trent. As with all the other standards related to polynomials, course delivery will be adjusted and the increased use of web-based applications (Geogebra and Desmos) will help draw connections between familiar and less common polynomials.

CCCS.MA.9-12.N-CN.9_2-Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

22% of students mastered this standard. The Fundamental Theorem of Algebra (FTA) is a very specific concept and will not be reexamined this semester. However, most errors related to FTA mainly involve roots, intercepts and recognizing the connection between a function's graphical & analytical equivalents, which are topic that will continue to be covered.

CCCS.MA.9-12.F-IF.8_2-Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

28% of students mastered this standard. Both questions related to this standard invole complicated polynomial manipulation. This year's class came in very weak with respect to those skills. This class is also the first cohort to move entirely through the Integrated Pathway (Math I, II & III) before entering Precalculus. Pacing will be adjusted to allow for further review and adjustments to prerequisite courses may be needed if these findings becomes a trend.

CCCS.MA.9-12.G-GPE.7-Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

28% of students mastered this standard. The questions related to this standard were initially reviewed at the beginning of the year. These, relatively basic questions are extremenly difficult without the proper formulas. Thankfully, these topics will be revisited throughout Spring Semester.

Three of the four least successful standards center around polynomial functions. Unlike most of the other topics, Precalculus is the first time students will have seen such complex functions. Without speculation or searching for reasons why, adjustments to the precalculus scope and sequence may not be enough to affect significant change. I truly believe that adjustments to prerequisite courses with respect to equivalence, multiple-representations and rigor can only show a positive benefit.

Illuminate's Student and/or Reports and semester grades will identify individuals who are struggling with the mathematical content. Prescriptions are being written for these students to attend Math Intervention during Homeroom, Period 5. Also, all students will be invited to after school tutoring, which will continue through June.

Teacher Assessment Overview

Assessment: **Precalculus Fall Semester Final Exam**

Site: **Bishop Union High School**
Teacher: **Fulkerson, David**

Course: **PreCalculus (0411)**

Roster Date: **Control Panel (01-22-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.A-SSE.1.a_2	Interpret parts of an expression, such as terms, factors, and coefficients.	94%	17	94%	0.94	1
CCCS.MA.9-12.A-SSE.1_2	Interpret expressions that represent a quantity in terms of its context.	89%	16	94%	1.89	2
CCCS.MA.9-12.F-IF.7.b_2	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	89%	16	89%	0.89	1
CCCS.MA.9-12.F-BF.3_2	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	89%	16	96%	2.89	3
CCCS.MA.9-12.A-APR.6_2	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	89%	16	89%	0.89	1
CCCS.MA.9-12.F-IF.7_2	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	83%	15	83%	0.83	1
CCCS.MA.9-12.A-APR.7_2	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	78%	14	89%	1.78	2
CCCS.MA.9-12.F-IF.8.b	Use the properties of exponents to interpret expressions for exponential functions.	78%	14	78%	0.78	1
CCCS.MA.9-12.F-IF.7.d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	78%	14	78%	0.78	1
CCCS.MA.9-12.A-REI.4	Solve quadratic equations in one variable.	72%	13	72%	0.72	1
CCCS.MA.9-12.A-APR.3_2	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	56%	10	56%	0.56	1
CCCS.MA.9-12.F-IF.4_2	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	44%	8	67%	1.33	2
CCCS.MA.9-12.F-IF.7.c_2	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	44%	8	80%	2.39	3
CCCS.MA.9-12.F-IF.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	44%	8	68%	3.39	5

Teacher Assessment Overview

Assessment: **Precalculus Fall Semester Final Exam**

Site: **Bishop Union High School**
Teacher: **Fulkerson, David**

Course: **PreCalculus (0411)**

Roster Date: **Control Panel (01-22-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.F-IF.5_2	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	33%	6	58%	1.17	2
CCCS.MA.9-12.G-GPE.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	28%	5	69%	2.06	3
CCCS.MA.9-12.F-IF.8_2	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	28%	5	70%	2.11	3
CCCS.MA.9-12.N-CN.9_2	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	22%	4	22%	0.22	1
CCCS.MA.9-12.N-CN.8_2	Extend polynomial identities to the complex numbers.	11%	2	42%	0.83	2

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Statistics

Semester 1 Benchmark Fall 2017

Teacher: Demetria Gianopoulos

Note about Standard Alignment:

The Common Core State Standards (CCSS) for mathematics include 7 clusters or main content areas, Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, AP statistics and Calculus. These categories do not always align with specific courses, as each content area cluster should be addressed at every grade level with increasing depth and rigor. Likewise, the fourth year Statistics class, new to Bishop High School for the 2014-2015 school year, does not align perfectly with the Statistics and Probability CCSS category. This category includes topics that are meant to be covered in Math I-III. For this reason, the exam questions on this benchmark are aligned to CCSS for AP Statistics in the instances where certain topics were beyond the Statistics and Probability cluster.

Analysis and Planned Action:

CCSS.MA.9-12.S-ID.1: There was only one question on this standard on the exam and only three students scored correctly. This multiple-choice question asked what type of graph was most appropriate for a given type of data. The exam study guide covered this area very specifically. I tried to ask the class why this question was so difficult. The conclusion that I came to is this: Many students merely copied the study guide from another student without understanding it and didn't use the study guide to actually study.

CCSS.MA.9-12.N-Q.1: Only 43% of the students got this question right, exactly the same percentage as the students last year. These questions required them to classify types of data. Classifying variables is covered in the first unit of the year and it is essential to all further study. Students cannot determine appropriate methods of analysis or types of graphs without first being able to determine what kind of data they have.

Overall, the statistics students scored 75% on the second quarter benchmark exam. This cohort of students performed significantly better than last year's students, averaging more than 10% better. Two-thirds of the students are at or above the mastery level of 70%. While improvement is always possible and always to be sought, I am pleased with the results on this exam.

The day(s) before every exam, all mathematics department teachers have students do a learning log. Each teacher does the learning log a little differently, but most do not give the students practice questions. The expectation is that students can refer to their notes and homework to find practice questions. This works well for the students who have a high level of internal motivation but not so well for others. This semester I have added to my curriculum a study guide for each unit that provides more guidance than a self-generated learning log. I believe this is one of the main reasons for the 10% improvement that I saw on this exam.

Teacher Assessment Overview

Assessment: **Statistics Semester 1 Final Exam**

Site: **Bishop Union High School**
Teacher: **Gianopoulos, Demetria**

Course: **Statistics (0433)**

Roster Date: **Control Panel (01-08-2018)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **null**
English Proficiencies: **All**

Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.S-CP.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	93%	13	86%	3.43	4
CCCS.MA.9-12.S-CP.8	Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	93%	13	84%	3.36	4
CCCS.MA.9-12.S-MD.3	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.	86%	12	86%	0.86	1
CCCS.MA.9-12.S-IC.1_2	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	86%	12	86%	8.57	10
CCCS.MA.9-12.S-IC.3_2	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	86%	12	86%	7.71	9
CCCS.MA.9-12.S-CP.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	86%	12	95%	2.86	3
CCCS.MA.9-12.S-MD.2	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	86%	12	86%	0.86	1
CCCS.MA.9-12.S-CP.9	Use permutations and combinations to compute probabilities of compound events and solve problems.	79%	11	93%	2.79	3
CCCS.MA.9-12.S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	57%	8	71%	1.43	2
CCCS.MA.9-12.S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	57%	8	73%	3.64	5
CCCS.MA.9-12.N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	43%	6	61%	3.64	6
CCCS.MA.9-12.S-ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	21%	3	21%	0.21	1

BENCHMARK ANALYSIS FOR ECONOMICS, QUARTER 1, 2017
CORINNE QUINTANA

1. ***Description of the assessment:***

The Economics Semester Exam was a cumulative test covering Chapters 1-16, with a strong emphasis on the final chapter, the Federal Reserve. The exam covers the all strands under the following CA State Standards:

12.1 Students understand common economic terms and concepts and economic reasoning.
12.2 Students analyze the elements of America's market economy in a global setting.
12.3 Students analyze the influence of the federal government on the American economy.
12.4 Students analyze the elements of the U.S. labor market in a global setting.
12.5 Students analyze the aggregate economic behavior of the U.S. economy.
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

There were 54 multiple-choice questions on this exam.

2. ***Summary of Results:***

Class average scores

1st period = 72.2%
4th period = 76.2%
6th period = 77.7%
7th period = 77.3%

3. ***Analysis:***

As I entered these results, I was very much surprised that every single period came within 1% of their averages scores from the Quarter 1 Benchmark Exam. However, I am unsure if this is a positive or negative sign. I personally found these scores to be most interesting when comparing them to the grades earned in each class. My 4th period has the highest grades, but my 6th has the highest test scores. After much reflection, I believe that this can be at least partially attributed to class size. My 4th period is the largest and my 6th is the smallest (13 students). In the smaller setting, we have unlimited opportunities for discussion, often forming a round table to discuss how the

concepts taught in class relate to their lives. Whereas in 4th period, I attempt to build in discussion time, but it is difficult for me to engage with every group and student, resulting in much of the time being squandered on side conversations. This has really emphasized for me the importance of making students articulate the concepts in order to better comprehend and retain the subject matter. As I mention in every report, the discrepancies between classes reflects the composition of my students. In my first period class, one-third of all students are either ELs or possess an IEP or 504 plan.

4. ***Plan to address weaknesses/intervention:***

As I begin the new semester and new curriculum, I plan to include more opportunities for discussion in class. One possibility is that I could join a different group each day in my larger classes. That way I know that they have had a thorough discussion at least once per week. Another option is to increase the pressure on students to share the contents of their discussion session with the class or assign a note-taking sheet to be completed during discussion time that lists everyone's contributions. For my first period IEP students, I will be revisiting their plans and then discussing with them how to best utilize their accommodations. Most take advantage of an alternative testing site, but use of notes or open book are infrequently used. This needs to be addressed in order to help each student reach their full potential.

BENCHMARK ANALYSIS FOR ECONOMICS, QUARTER 1, 2017
CORINNE QUINTANA

1. ***Description of the assessment:***

The Economics Quarter 1 Benchmark covered Chapters 10 and 11, focusing on money, banking and financial markets, including the following CA State Standards:

12.2.9. Describe the functions of the financial markets.
12.5.3. Distinguish between short-term and long-term interest rates and explain their relative significance
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

There were twelve multiple-choice questions, two focused on reading economic data from a chart, seventeen matching fill-in-the-blank vocabulary questions, and two short answer questions.

2. ***Summary of Results:***

Class average scores

1st period = 71%
4th period = 76%
6th period = 77%
7th period = 78%

3. ***Analysis:***

Overall, students performed well on the money and banking chapter, but struggled with the financial markets chapter, especially the multiple choice. It was not uncommon for students to get near 100% on the first section, then fail the second. The short answer also proved to be intimidating, with a handful of students not attempting to answer it at all. Those who did answer usually scored 75-100% on the written response, though concrete details were frequently lacking. The discrepancies between classes reflects the composition of my students. In my first period class, one-third of all students are either ELs or possess an IEP or 504 plan.

4. ***Plan to address weaknesses/intervention:***

We reviewed the test as a class and discussed the many different responses that would have sufficiently answered the writing prompt. The low scores on the financial markets section was a surprise as almost identical questions were on the study guide. I have decided that for the next unit, students will be required to study vocabulary using quizlet.com for 30 minutes per week as homework. I am hoping that frequent review will help them internalize the terms and concepts addressed in economics, many of which are almost completely foreign to high school students. The topics assessed on this benchmark will reappear on the semester final, so frequent reviews are essential. I plan to implement a weekly warm-up that reviews old concepts and makes an attempt to draw connections between new and old information in the presentation of new material. One goal I have every year is to increase the number of students attempting the written portion of my exams. To achieve this goal, I will continue to implement weekly short answer assignments that include modeling and reviewing examples and privately meet with struggling students to discuss study and writing strategies. Lastly, I need to explore methodologies to improve the scores of my EL and resource students in first period. I plan to conduct my own research by reviewing scholarly articles, and also contacting staff members specializing in providing lessons to these populations.

BENCHMARK ANALYSIS FOR U.S. HISTORY, QUARTER 1, 2017
Karyn Helfrich Holland

1. ***Description of the assessment:***

All four (4) of my classes took an exam on Chapter 3 "Industrialization", which focuses on the population shift from farms to the cities, the increase in immigration at the turn of the century, and economic development and industrialization, including CA State Standards 11.1.4 and 11.2. There were thirty (30) multiple-choice questions and a map test of the 50 states. This is a benchmark exam I created last year to follow State Standards, but aligned with our new e-textbook. Because I added the map test, I postponed the short-answer question from last year's test to our next exam.

2. ***Summary of Results:***

2016: Class average scores

1st period = 72.5%
2nd period = 79.7
3rd period = 82%
7th period = 73.5%

2017: Class average scores

1st: 75.1%
2nd: 82.4%
6th: 82.7%
7th: 74%

All students in my 11th grade regular history classes took a map test of the 50 states. They are required to pass with a 90% (they will retake the test until they know 45/50 states).

Of the 120 students in regular U.S. History, 6 students still need to take it and 43 (36%) need to retake it until they reach 90%. I will give the test to these students after each unit test until they master it.

3. ***Analysis:***

The top scores in the four classes were 100% (1st, 2nd, 6th) and 97% (7th); moreover, the average scores in all classes were mid-C's and B-'s, which tells me the test was a fair assessment. Students performed well, especially considering students traditionally struggle with the multiple-choice questions.

Students, however, are struggling with the map test of the 50 states. I will ask those students who need to retake the test to continue practicing with the online map games and practice maps from class.

4. ***Plan to address weaknesses/intervention:***

Students who did not do well on the test (especially the multiple choice) will benefit from review prior to the Semester 1 Final Exam. They also have the opportunity to come in before school, at lunch, during Homeroom, or after school to retake the test for a higher score (I average the two grades). I haven't had many students come in for retakes (only 2 compared to 14 last year), but I will continue to offer retakes for students who wish to take advantage of the opportunity to improve their grade.

Benchmark Analysis
Semester 1, 2017 FINAL EXAMS
Karyn Helfrich Holland, Social Studies Dept.

U.S. History

Description of the assessment:

All four (4) sections of my 11th graders took a comprehensive multiple choice test (75 questions from all units of the semester). It was a brand new benchmark exam created using the new Illuminate program. The exam contained questions ranging in difficulty (basic to advanced) and tested chapters 1-7 in our e-textbook (Founding Principles to WWI) and CA State Standards 11.1-11.4:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

Summary of Results:

Average score = 68.4% (1st = 67.5%; 2nd = 76.4%; 6th = 71.6%; 7th = 61%)

Analysis:

The top scores in the four classes were 95% (1st), 89% (2nd), 93% (3rd) and 92% (7th); however, the average percentage is below 75% which tells me the test was quite difficult for my students. Overall, only 37% of students mastered the standards. The test was created for testing only the regular CP students, but I included 10 advanced questions that were very challenging for my students. I may take those off the test next year and replace them with questions from the Illuminate question bank that are non-advanced.

Students performed best on Standards 11.1, 11.2 and 11.3, but struggled with Standard 11.4. Like last year, upon returning this week for the new semester, I am re-teaching and reviewing key points from WWI before moving on to the next unit on the 1920s.

With the Illuminate software, I can look at subgroup achievement gaps. Not surprisingly, my English Learner (3) and Special Education (14) students have the lowest scores of all my students.

I had three (3) students fail the class this semester. There were 18 students who earned D's (13 more than last year at this time). These students needed additional History intervention which is no longer available during Homeroom period. We have a system in place for students to request a yellow pass to come into Homeroom for extra help or to retake tests for a higher grade. The majority of the students who come in during Homeroom to retake tests are not these D and F students.

Plan to address weaknesses/intervention:
This year, I adjusted the pacing plan for U.S. History to spend more time on Standard 11.2 because that is taught in multiple chapters in our new e-textbook. Students this year struggled with the more recent material (WWI/ Standard 11.4) probably because I was rushed to teach WWI and review for the final exam. I have already spent time re-teaching some of the key ideas from this standard.

I will continue to offer Homeroom assistance and the opportunity to retake tests for a higher score.

AP U.S. History (APUSH)
APUSH students (27 students total) took both a Multiple Choice test (consisting of 55 released College Board questions and AP-prep questions) and a written Long Essay Question (LEQ) (also released by College Board).

Average score of the Multiple Choice test = 76.59 (last year = 77.98%)
Average score of the LEQ/in-class essay question = 84%

Students continue to struggle with the incredibly challenging Multiple Choice section of the test. Class averages are similar to previous years. The two high scores were 89% and 87%. I use released questions and AP-prep questions from the textbook on the Final Exam and throughout the year to better prepare students for one of the most challenging AP Exams given in the nation (national average for passing the exam is consistently around 50%). Since the exam re-design in 2014/2015, I have completely

changed my semester benchmark exams to reflect the new style of multiple choice questions. They also must answer 55 questions in 55 minutes (exactly like the AP Exam).

I was pleasantly surprised at the students' performance on the LEQ (essay) question. Using a College Board-released rubric and the examples of thesis statements, evidence, and argumentation, I graded my students as an AP grader would score them. 2 of the 27 students received all six points, 2 students received a 5, 10 students received a 4, 7 students received a 3, 4 students received a 2, and 2 students earned a 1.

I will continue to work with this group of students to better prepare them for the AP Exam in May. It is challenging not having years and years of released material from College Board, but all APUSH teachers are facing the same challenge.

Semester grades for this group are higher than last year at this time:

A = 11
B = 12
C = 4
D = 0

Three (3) students dropped the course due to low grades.

BENCHMARK ANALYSIS FOR U.S. HISTORY, Semester 1

Sasha Greene

California State Social Studies Standards Covered in Assessment

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. ***Description of the assessment:***

Students took a final exam that covered early history through the French Revolution and into the industrial era. The assessment was broken into two parts, a 26 question multiple choice exam taken from the Illuminate data bank, and a 34 question hand written exam consisting of multiple choice and matching. (I hope to have a better understanding of the illuminate system for future assessments.) This test was preceded by a socratic seminar which included document analysis, synthesis of information, and short answer questions. Students had 1 day of review and the lessons took one semester to complete before the final assessment.

2. ***Summary of Results:***

On the Illuminate portion of the test, 62% of students mastered the assessment, and 38% did not master. 49 students(44%) placed in the advanced section. Of those who did not master, 15%(17 students) fell in the basic 70% category . On the other section of the assessment, 15% of students got marks of 70% or lower. 45 students placed in the advanced section (40%). Looking over previous tests, scores are about the same or a little higher than the scores from last year.

Analysis:

Overall I am pleased with the student's performance on these tests, especially considering the new type of questions that they received off of Illuminate, and, first semester world history is filled with very difficult concepts like philosophy,

enlightenment, religion and abstract thought. This being said, I would very much like to lower the number of students in basic and below by next semester.As always, students struggled with the matching portion of the test, often they miss one answer and it makes them second guess other answers. I noticed that students also struggled with the most recent information taught on the aftermath of the French Revolution. Upon reflection, I am sure this is due to the advanced wording of the questions, and the fact that as the semester came to a close, I rushed to finish the unit. Information always needs repetition and practice, and they did not get much of this. I also noticed that many of my English Language learners and my special education students scored below mastery on this exam.

3. *Plan to address weaknesses/intervention:.*

First and foremost, this next semester, I plan on finding techniques to raise the basic and below students up, while encouraging the rest to continue mastery. I would like to re-implement retakes of my tests with mandatory one on one test correction first. I plan to use small assessment more frequently, and encourage more participation from these students in our note taking, projects and discussion. I also plan to pair some of these students with students who have mastered the information, for group work. I would also like to do more close reads, vocabulary and find better ways to modify the large amount of complicated content for Ell and special education students. In the past, I have had some of my most successful students act as the class notetaker, these notes are given to students who struggle to keep up, and these students are asked to re-copy and study the notes as homework. I plan to re-implement this as well. My other plans to address weaknesses are rearranging my pacing plan, and testing them on what they know well, instead of rushing them to reach a certain goal. This will create more success and confidence across the board. I also want to spend more time reviewing and checking for understanding, and spend time learning and understanding the Illuminate system better so I can, and integrate the academic language of the questions into my instruction. Finally, I would like to take time for a more extensive and interactive review before the next benchmark.

Yolken Benchmark Summary
Biology First Quarter 2017

The assessment consisted of 20 multiple choice questions covering the State Standards that we focused on first quarter. The 3 most missed questions were 18, 3,and 13. These corresponded to Standards 12B1e, 12B1h,and 12B1c. Standard 12B1e is "students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins". Standard 12B1h is "students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors." Standard 12B1c is "students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

The 3 questions most often answered correctly were 9, 10, and 7.These corresponded to standards 12B1b, 12B1a, and 12B1h.Standard 12b1b is "students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditio9ns, and the pH of the surroundings." Standard 12B1a is " students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings." Standard 12Bih is "students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors."

Overall, the students with good grades at the Quarter did better on the first quarter benchmark, and students with poor grades at the quarter did poorer on the first quarter benchmark. As expected, the most missed questions were from earlier in the quarter, demonstrating that student retention was better the more recently the material had been covered.

The benchmark included 4 additional questions more aligned to the Next Generation Science Standards. These questions contained a passage describing a controlled experiment and results data was given as a data table and a graph. Students were asked questions requiring them to analyze the data and make a conclusion. The first question was about independent variables. The second question was about experimental controls. The third question was about hypotheses. The fourth question was about conclusions. My students got 69% correct responses for question one, 69% correct responses to question two, 84% correct responses to question three, and 89% correct responses to question four. These scores were better than last year. Last year there were several students who left the short response question blank and didn't even attempt it. Overall I pleased with these scores, all the scores are quite acceptable given as these were harder questions and required more thinking and reasoning. I'm comfortable with the level of coverage given to these standards in relation to our time constraints. I may attempt to improve the benchmark scores by reviewing the earliest material at the end if time allows.

Benchmark Analysis for General Earth Science, Q1 2017

As was the case for last year, the astronomy unit will not be completed until early November, so a close reading exercise was administered in October as a benchmark exam. This exam was designed to focus on Common Core skills, rather than specific NGSS (Next Generation Science Standards). The exam consisted of two parts. The first involved doing a close read on an article about radiometric dating, and the second required students to answer questions using evidence from the article. Thus, it was written in the style of the SBAC tests.

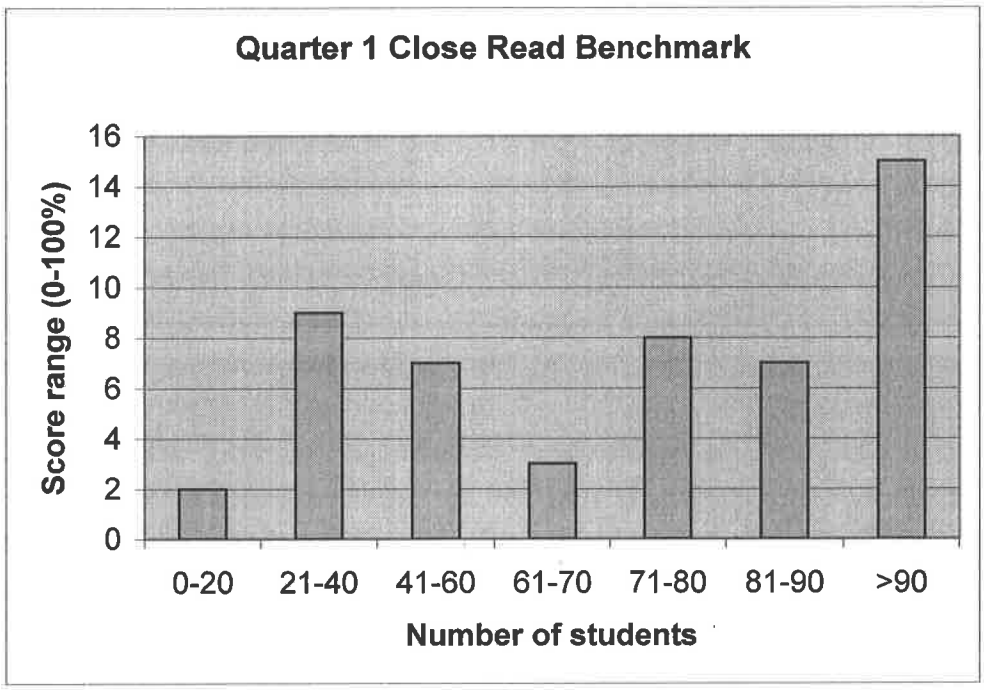
Because we are now several years into close reading exercises in the middle school, I chose not to grade the close read but instead focus on supporting answers with evidence and extracting information from text. In addition, students were required to write answers in complete sentences. Common Core standards tested included the following:

RST9-10.1 – Cite specific textual evidence to support analysis of scientific and technical texts, attending to the precise details of explanations or descriptions.

RST9-10.5 – Analyze the structure of the relationships among concepts in a text, including relationships between key terms.

WHST9-10.1 Write arguments focused on discipline-specific content.

A total of 51 students were tested on October 12th, and 30 of them passed with a score of 70% or higher. These students were able to successfully read the article for content and support their answers with evidence. Eighteen students scored below 60%, most commonly because they did not support answers with citations from the article (students lose 50% of the points for not citing in an answer). This is the 3rd close reading we have done so far in General Earth Sciences, and I am pleased at how well the classes are doing this early in the academic year.


Quarter 1 Close Read Benchmark
Score range (0-100%)
16
14
12
10
8
6
4
2
0
0-20
21-40
41-60
61-70
71-80
81-90
>90
Number of students

Benchmark 1 Summary
Biology (2017-18)
Instructor: Rowan

Student Performance Summary

The 2017 Biology Benchmark 1 (BM1) formal formative assessment was administered to all of my Biology students (N = 23). More than half of these students are English learners, Hispanic, Native American, have active IEPs, or fall within a combination of these categories. Do to the small number of tested students and the lack of access to OARS data management and analysis software, all data was included and accounted for in the following, but limited analysis.

BM1 had two parts. The first part consisted of 20 multiple choice questions that spanned eight standards on topics related to cell biology and experimental design. The second part of BM1 consisted of a Next Generation Science Standard (NGSS) aligned, four-part question with varying Depth of Knowledge (DOK) levels. It contained a passage describing a controlled experiment, and followed with three multiple choice (selected response) questions and a short written response where students had to write a conclusion statement (see attachments).

The average for the first part of BM1 was 56% (Max. 95%). The average student score on the four-part NGSS question was 63% (Max. = 100%). The most frequently missed part of this NGSS question was the first question. It required the student to distinguish dependent from independent variables. Students correctly answered parts 2 and 3 of this question, on average, 56% and 78%, respectively (Max. = 100% for both). The average on the last part of the question, a written response, was 72%, up slightly from last year. Unlike most years, all students attempted the last part of this question and so no blanks were encountered. Overall, BM1 scores for both parts combined were positively and significantly correlated with current student course grade ($P = 0.003$, $R^2 = 0.35$). This, along with perfect or near-perfect scores on various parts of this exam, suggest both instruction and curriculum are aligned with this formative assessment.

Planned Interventions

From this data, I plan on focusing efforts in the following areas to increase student achievement:

1. Increasing focus on academic/content vocabulary and SDAIE vocabulary strategies while continually articulating with other content/grade-level teachers during PLC and Professional Development time.
2. Have students spend more time designing and conducting their own experiments.
3. Continue to increase time spent in class practicing/reviewing with NGSS and Common Core content/skills, including close-read and annotation activities.
4. Continued implementation of late-work and test make-up/corrections policy

Biology First Quater Benchmark 2012

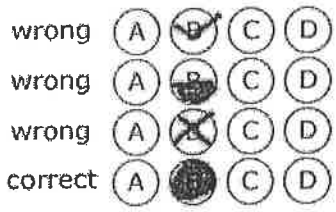
(Test ID: ins700234)
Created with INSPECT® and the Online Assessment Reporting System (OARS)
For Authorized Use Only

Instructions
After discussing the sample question as a class, students are to complete this assessment independently. You may answer clarifying questions, as needed.

Sample Test
What does phospholipid bilayer refer to?

A phosphors **B** cell membrane **C** proteins **D** cell wall

Marking Your Response



1 **Two students are conducting an experiment on bacteria growth over a two week period, and their teacher tells them that they need a control group. A control group is the group in which _____.**

A all conditions, except the one being tested, are kept the same
B all conditions are kept the same
C the tested condition is changed
D there is an independent and a dependent variable

2 **Polymers are made from _____.**

A macromolecules **B** monosaccharides **C** monomers **D** proteins

10 **The structure that surrounds and regulates substances entering and leaving the cell is called _____.**

A the endoplasmic reticulum
B ribosome
C the cell membrane
D mitochondria

11 **Osmosis, the flow of water across a cellular membrane, always occurs in which of the following directions?**

A from a low concentration of water to a high concentration
B from a high concentration of water to a low concentration
C from the inside of the cell to the outside of the cell
D from the outside of the cell to the inside of the cell

12 **Which of the following has a membrane-bound nucleus?**

A protein **B** eukaryote **C** prokaryote **D** virus

13 **What do eukaryotic cells have that prokaryotic cells lack?**

A genetic information
B membrane-bound organelles
C a plasma membrane
D cytoplasm

14 **Animal cells contain all of the following organelles *except* _____.**

A a cell membrane **B** mitochondria **C** chloroplasts **D** Golgi apparatus

15 **The structures responsible for completing the breakdown of carbohydrates into usable energy for the cell are the _____.**

A nuclei **B** mitochondria **C** ribosomes **D** chloroplasts

16 **Which of the following is one of the roles of chloroplasts in plant cells?**

A capture of energy from sunlight
B capture of energy from food
C breakdown of sugar into energy
D storage of energy as heat

17 **The ribosome-covered structure found in the cytoplasm of a cell is called the _____.**

A Golgi apparatus
B rough endoplasmic reticulum
C lysosome
D smooth endoplasmic reticulum

18 **The _____ is the site of manufacturing, warehousing, sorting, and shipping of proteins inside a cell.**

A Golgi apparatus **B** endoplasmic reticulum **C** vacuole **D** lysosome

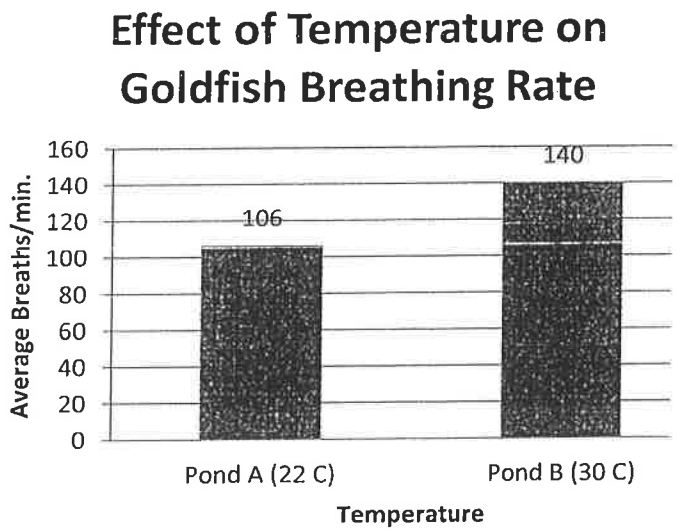
Benchmark 1 (Biology)

***Directions:* Read the passage and answer the following questions on your answer document.**

The common goldfish, *Carrasius auratus*, has been kept for centuries in ponds and aquariums in Asia. They have a life span of about 10 years and usually grow to about 3 to 5 inches (8-13 cm) long. The largest goldfish are roughly 10 inches (25 cm) long. Goldfish eat tiny plants and animals found in the mud on the bottoms of streams and ponds. Concerned about stress on his fish that he believes is due to recently warm weather, a goldfish farmer has hired a scientist to test the effects of water temperature on the respiration (breathing) rate of the farmer's goldfish. The researcher's experimental design consists of two ponds (A and B) in an indoor laboratory environment. Pond A has a water temperature 22 C (room temperature) and Pond B a water temperature of 30 C (The temperature of the outdoor ponds). Each pond is the same size, and has been stocked from the outside pond with 10 randomly selected fish of the same size and age. The researcher measured the breathing rates (breaths/minute) of all fish and then recorded and analyzed the results below. After the experiment was completed the researcher performed the exact same experiment again and gathered similar results.

Goldfish Breathing Rates (breaths/minute)

	Pond A (22 C)	Pond B (30 C)
	100	132
	115	125
	112	135
	101	125
	109	140
	124	150
	120	155
	90	143
	95	160
	98	135
Average	106	140



Benchmark 1 (Biology)

Directions: ***Read the passage and answer the following questions on your answer document.***

1. Which of the factors below is the independent (manipulated) variable in this experiment?
    a. The location of the ponds.
    b. The breathing rates of the goldfish.
    c. The pond water temperatures.
    d. The number of fish in each pond.

2. Identify the constants (controls) in this experiment.
    a. The temperature of the water in each pond
    b. Goldfish size, age, number, and pond size
    c. The breathing rate of the goldfish
    d. The depth of the ponds.

3. Which hypothesis below would be valid for this experiment?
    a. Goldfish size affects the lifespan of the fish.
    b. Goldfish breathing rate decreases as water temperature increases.
    c. Cold water causes goldfish to eat less food from the muddy pond bottom.
    d. Goldfish breathing rate increases with increased water temperature.

4. In the space provided below, write an appropriate conclusion for this experiment.

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Chemistry

First Semester 1st qtr. benchmark report 2017

Teachers: Adrian Sears.

Standards covered for quarter one benchmark

GSS-SCIENCE 12 HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
GSS-SCIENCE 12 HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

The benchmark test for chemistry administered on October 12th consisted of 36 multiple choice questions created from the Prentice Hall software that accompanied their text book. As well as teacher generated questions, using examples from the NGSS website and teacher written multiple choice questions.

The school is transitioning from Oars to the new analytical software; illuminate . Illuminate has not been fully implemented, resulting in the use of scantron tecnology that does not allow for very detailed analysis.

The text book the students are using still uses the California state standards, and therefore the content and language used tends to be more biased toward the old CST. It was a difficult task aligning some of the questions to the new NGSS performance targets. The students review material presented in a particular manor that reflects the old CST rhetoric. It became my task to attempt to bridge that gap, using language that is more aligned to the new NGSS performance tasks.

Question 9 included images of heterogeneous and homogenous mixtures. Classification of matter is material taught within the first two weeks of school. Despite two class periods devoted to review, this question was poorly answered. Once again, the more recent the material the greater the chances of success.

Question 12; This question used a vocabulary term that was not familiar to students who failed to some of the assigned reading in the test book. The term intensive and intrinsic properties are used interchangeably. I use the term intrinsic in my classroom discussion. The question asked used the word intensive, and thus confused a number of students.

The free response question was taken from the NGSS website. The performance expectation (PE) is that students can related periodic trends to electron configuration across the periodic table. The students had recently finished an activity making three dimensional models of the periodic trends. Not surprisingly this question was well answered with the majority of students scoring 75% and above addressing this P.E.

Plan of Action

As I mentioned earlier, thoroughly reviewing older topics presented at the beginning of the year and re-teaching critical concepts needs to be factored in at regular intervals. This is especially important as we proceed deeper into quarter 2 curriculum . Much of the students' success for the remainder of the 1st semester is reliant on a thorough understanding of quarter one topics.

Name: _____ Class: _____ Date: _____ ID: A

1st qrt chem 2017

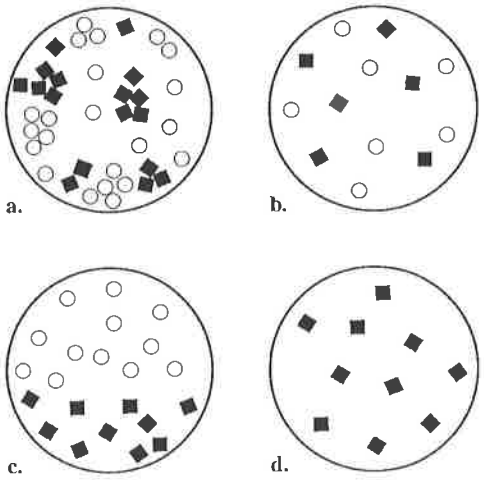
Multiple Choice
Identify the choice that best completes the statement or answers the question.

____ 1. One chemical property of matter is
a. boiling point.
b. texture.
c. reactivity.
d. density.

____ 2. An example of an extensive physical property is
a. mass.
b. density.
c. color.
d. boiling point.

____ 3. Which of the following is an intensive physical property?
a. volume
b. length
c. color
d. mass

____ 4. Physical means can be used to separate
a. elements.
b. pure substances.
c. mixtures.
d. compounds.



____ 5. Which part of the illustration above shows the particles in a heterogeneous mixture?
a. a
b. b
c. c
d. d

14. Which of the following is a heterogeneous mixture?
    a. air
    b. salt water
    c. steel
    d. soil

15. Which of the following is true about homogeneous mixtures?
    a. They are known as solutions.
    b. They consist of two or more phases.
    c. They have compositions that never vary.
    d. They are always liquids.

16. Separating a solid from a liquid by evaporating the liquid is called ____.
    a. filtration
    b. condensation
    c. solution
    d. distillation

17. A substance that can be separated into two or more substances only by a chemical change is a(n) ____.
    a. solution
    b. element
    c. mixture
    d. compound

18. What is one difference between a mixture and a compound?
    a. A compound consists of more than one phase.
    b. A compound can only be separated into its components by chemical means.
    c. A mixture can only be separated into its components by chemical means.
    d. A mixture must be uniform in composition.

19. Which of the following represents a compound?
    a. H
    b. *H-3*
    c. H_2O
    d. O-16

20. The atomic number of an element is the total number of which particles in the nucleus?
    a. neutrons
    b. protons
    c. electrons
    d. protons and electrons

21. An element has an atomic number of 76. The number of protons and electrons in a neutral atom of the element are ____.
    a. 152 protons and 76 electrons
    b. 76 protons and 0 electrons
    c. 38 protons and 38 electrons
    d. 76 protons and 76 electrons

22. The sum of the protons and neutrons in an atom equals the ____.
    a. atomic number
    b. nucleus number
    c. atomic mass
    d. mass number

23. All atoms of the same element have the same ____.
    a. number of neutrons
    b. number of protons
    c. mass numbers
    d. mass

24. Mendeleev left spaces in his periodic table and predicted several elements and their
    a. atomic numbers.
    b. colors.
    c. properties.
    d. radioactivity.

25. Elements in a group or column in the periodic table can be expected to have similar
    a. atomic masses.
    b. atomic numbers.
    c. numbers of neutrons.
    d. properties.

26. A horizontal row of blocks in the periodic table is called a(n)
    a. group.
    b. period.
    c. family.
    d. octet.

Name:_____

1] Using examples describe the following periodic trends (6pts)

A] Ionization Energy

B] Atomic Radii

C] Electronegativity

Ionizaton energy ~ the energy an atom requires to attract an ion. Ex° Fe (Iron) has a lower ionization energy than F. (flourine)

Atomic Radii is how big the radius is as you go L-R. Ex° Mercury has a greater atomic radii than Lithium

Electronegativity is the charge / how much of an ion & electron there is in an atom. Ex° Iodine has a lower electronegativity than Chlorine.

Bishop Union High School

Benchmark Assessment Analysis and Action Plan

Chemistry

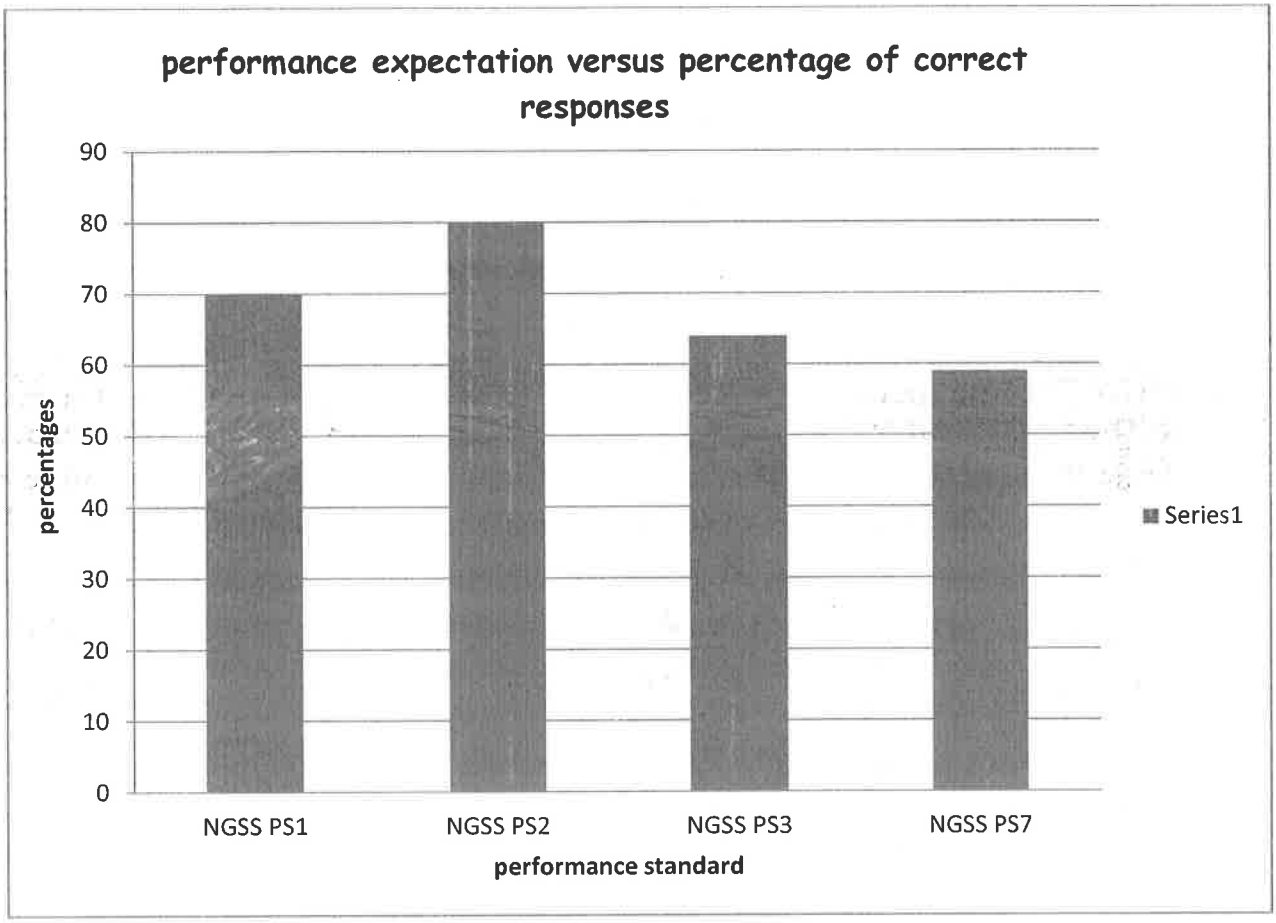
First Semester 2nd qrt benchmark report 2018

Teacher: Adrian Sears.

Performance expectations covered for quarter two benchmark

NGSS-SCIENCE 9-12 HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
NGSS-SCIENCE 9-12 HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
NGSS-SCIENCE 9-12 HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
NGSS-SCIENCE 9-12 HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

The benchmark test for chemistry administered in December consisted of 40 multiple choice questions created from the Prentice Hall software that accompanied their text book. As well as teacher generated questions using examples from the NGSS website and teacher written multiple choice questions.



The text book the students are using still uses the California state standards, and therefore the content and language used tends to be more biased toward the old CST. The textbook being used was published in 2004 and although the book uses appropriate introductory chemical concepts it was written at a time of the CST. The NGSS and common core has an emphasis on macroscopic processes; "why do we know what we know" as opposed to isolated factoids.

The 40 mulitiple choice questions was graded using a scantron answer sheet, thus detailed analysis that was available with oars was not available. The science department is in the process of incorporating illuminate software. As yet the questions available in illuminate are "carbon copies" of the old CST multiple choice

type questions. The district is in the process of purchasing additional software that will have a more varied selection of questions.

Free response part 2 of the benchmark

Question 1; This question involves the more quantitative aspect of chemistry, it was the most recent material and was heavily emphasized before the final. This is the material that requires a high degree of comprehension since second semester is heavily reliant on a thorough understanding of these concepts.

Question 2; Electronic configuration is a skill that students receive earlier in the semester, this also had the highest percentage of mastery. Students in the past have been successful in this area, and this semester follows this trend. The addition of a second lab and 2 extra days added to this concept has led to better understanding of electronic configurations.

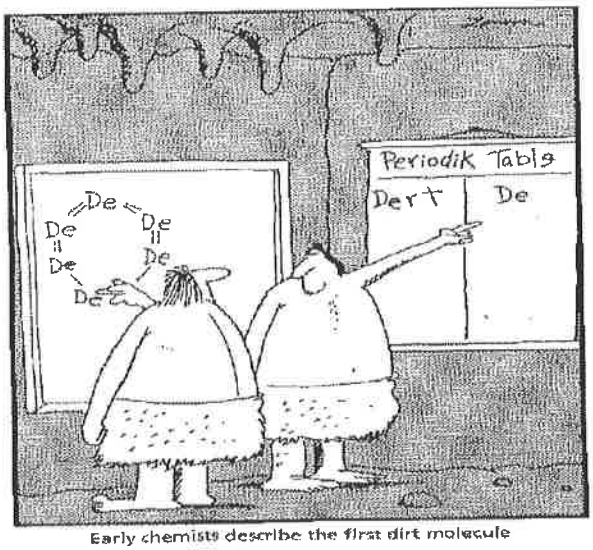
Question 3; calculating the percentage of types of elements within an ionic compound was tough, and had only 62% of students being successful. The lab activity that supports this material was a struggle, it was a new lab, and will require a little more scaffolding from me in the future.

When making comparisons to the quarter 2 benchmark, (2016) some of the same themes repeated themselves. Students continue to struggle with the "mole concept" that would be included in NGSS performance target (NGSS-SCIENCE 9-12 HS-PS1-7). My pacing plan allows for a inclusion of this performance target at the beginning of the second semester. The challenge is deciding what material I can omit and which material to include.

Plan of Action

As I mentioned in my first report, thoroughly reviewing older topics presented at the beginning of the year and re-teaching critical concepts needs to be factored in at regular intervals. This is especially important as we proceed deeper into the semester 2 curriculum . Much of the students' success in semester two is reliant on a thorough understanding of semester one topics. Restructuring of certain topics within semester one to allow for more time on crittical performance tasks.

Review more common core formatted free response questions as they become available.



Early chemists describe the first dirt molecule

Best of luck

*Name:*_____

(one point per question)

Make sure you show me the calculations you use to solve these problems.

1) How many atoms are in 4.0 grams of copper (molar mass of copper is 63.54g)

2) How may grams in 3.6 X10 ^{22} atoms of aluminum (molar mass of Al = 26.9g)

3) How many grams in 0.065 moles of ammonium sulfate $(NH_4)_2SO_4$molar mass of Ammonium sulfate is 132.14 grams?

In the space below, write the unabbreviated electron configurations of the following elements:

4) sodium_____

5) iron _____

6) bromine _____

Name the following compounds

19) $Fe(NO_3)_3$ _____

20) $TiBr_3$ _____

22) Cu_3P _____

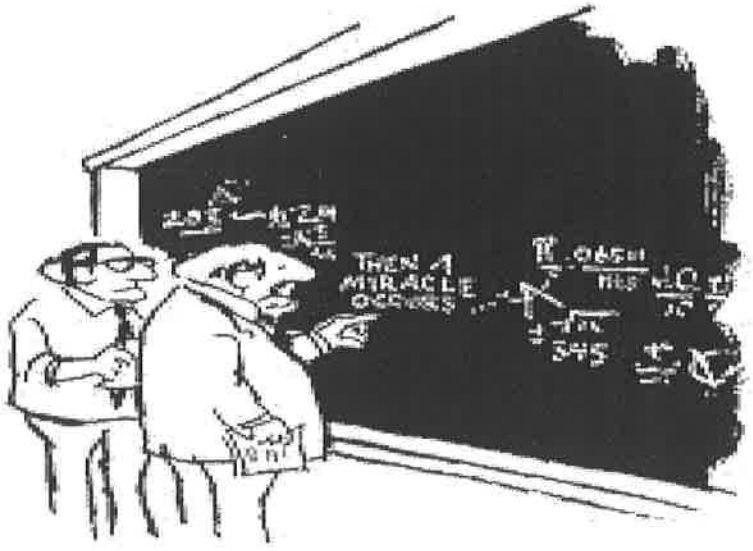
Balancing chemical equations

23) _____ C_2H_4 + _____ O_2 → _____ CO_2 + _____ H_2O

24) _____ $PbSO_4$ → _____ $PbSO_3$ + _____ O_2

25) _____ NH_3 + _____ I_2 → _____ N_2I_6 + _____ H_2

26) _____ H_2O + _____ SO_3 → _____ H_2SO_4



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

Benchmark 2 Summary

Biology (2017): Mr. Rowan

Student Performance Summary

This year's Benchmark 2 (BM2) formal formative exam (attached) was taken by 23 students from my one Biology class. This two-part measurement consisted of a Department-approved, content-relevant close read/annotation and related questions spanning several grade-appropriate Common Core Reading and Writing standards **(Table 1)**. This new format was recently adopted by the BUHS Science Department and approved for use by the principal in hopes of providing a more standardized measure of student academic reading and writing progress across multiple subjects and years.

Table 1: Relevant California Common Core Reading and Writing Standards assessed on this years Biology BM2.

Relevant Common Core Standards
Related Reading Standards
CCSS.ELA-Literacy.RST.9-10.1
CCSS.ELA-Literacy.RST.9-10.2
CCSS.ELA-Literacy.CCRA.R.1
CCSS.ELA-Literacy.CCRA.R.2
CCSS.ELA-Literacy.CCRA.R.3
Related Writing Standards
CCSS.ELA-Literacy.WHST.9-10.1.C
CCSS.ELA-Literacy.WHST.9-10.2.F
CCSS.ELA-Literacy.WHST.9-10.4
CCSS.ELA-Literacy.WHST.9-10.9

Students were instructed to read the attached article and annotate according to Department guidelines. Annotation tasks included underlining main ideas, circling vocabulary, numbering paragraphs, and writing notes in the margins to show another degree of interaction with the text. This part of the exam was worth five points. The second half of the exam, worth five points too, consisted of five questions related to the

close read. The first two questions were DOK Level 1 selected-response questions and were worth one point each. The third question, worth two points, was a DOK Level 2 constructed-response question. The last question was a one point DOK Level 3 constructed response question.

Overall, 87% of students achieved the existing 70% BUSD target. The combined average score for both exam parts equalled 79.6% (Median 80%) and ranged from 50-100%. Overall average on the annotation components and subsequent questions were 84.4% and 74.8%, respectively. Details of student performance on individual parts of the annotation and succeeding questions, Q1-Q4, are summarized in **Table 2** below.

Table 2: Evaluation of student performance (Average %) on Annotation and CaCCCS standards-based questions. * Denotes <70%.

Underlining Main Ideas	Vocabulary	# Paragraphs	Notes in Margin	Q1	Q2	Q3	Q4
91.3	*69.6	100	*69.6	83.0	73.9	73.9	*69.6

Planned Interventions

From this data, I plan on increasing efforts in the following areas to increase student achievement in my current biology class:

1. Continued focus on academic and content vocabulary while continually articulating with other content/grade-level teachers when possible, particularly with English Learners.
2. Continue to provide more time in class for repetitive reading and writing practice and continue incentives for efforts on assessments.
3. Continue with parent AERIES notification for upcoming tests, homework due dates, etc.
4. Continued implementation of late-work and test-make-ups/corrections policy.
5. Continue using DOK levels 2-4 selected response, constructed-response, and performance-based questions on future formative and summative measurements.

HEALTH JAN 23 2017, 9:38 AM ET

Watch Out for Bird Flu, WHO Says

By REUTERS

The World Health Organization called on all countries to closely monitor outbreaks of deadly avian influenza in birds and to report promptly any human cases that could signal the start of a flu pandemic.

Different strains of bird flu have been spreading across Europe and Asia since late last year, leading to large-scale slaughters of poultry in affected countries and some human deaths in China.

Indian health workers wring the necks of chickens during an H5N1 avian influenza outbreak NOAH SEELAM / AFP - Getty Images

Nearly 40 countries have reported new outbreaks of highly pathogenic avian influenza in poultry or wild birds since November, according to the WHO.

"The rapidly expanding geographical distribution of these outbreaks and the number of virus strains currently co-circulating have put WHO on high alert," WHO director-general Dr. Margaret Chan told the start of the U.N. agency's 10-day executive board.

Related: Bird Flu Infects Cats in NYC Shelter

The new H5N6 strain causing severe outbreaks in Asia was created by gene-swapping among four different viruses, she said.

The world is better prepared for the next influenza pandemic - following the H1N1 pandemic that circled the world in 2009-2010 - "but not at all well enough", Chan said.

In China, there has been a "sudden and steep increase" in human cases of H7N9 since December and the WHO has not been able to rule out limited human-to-human spread in two clusters of human cases although no sustained spread has been detected thus far, she said.

Related: H7N9 Bird Flu Can Spread Person to Person

Under the International Health Regulations, a binding legal instrument, WHO's 194 member states are required to detect and report human cases promptly, Chan said, adding: "We cannot afford to miss the early signals."

CLOSE READING

BASIC ANNOTATION GUIDE

- Number paragraphs

- Main idea/claims/details

- Vocabulary

- I don't understand

- I'm suprised!

NOTES IN MARGIN!

Yolken Biology Benchmark Summary
Second Quarter 2017

The science Department at BUHS has decided to use CLOSE Reading for our benchmarks as they reflect Common Core reading and writing and various Depth Of Knowledge levels. This is our first attempt. The Benchmark was a Close Reading assignment about Bird Flu. Students were evaluated on their abilities to do the following : 1. Annotate the article. 2. Answer 2 questions about the article at a low DOK. 3. Answer 2 questions demonstrating an understanding of the article at higher DOK and using complete sentences. The Standards they were being evaluated on were : RST 9-10.2, RST9-10.4, RST9-10.9, RST9-10.10. Standard RST9-10.2 is : Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon or concept; provide an accurate summary of the text. RST9-10.4 is : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST9-10.9 is : Draw evidence from informational texts to support analysis, reflection, and research. RST9-10.10 is : By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Analysis of the data from my Biology classes yielded the following results. 94% of my students got 5 out of 5 points for annotating the article and only 2% got zero out of 5 points (not doing it). 67% of my students got 5 out of 5 points for answering the questions demonstrating understanding of the article. 17% got 4 out of 5 correct and 13% got 3 out of 5 and 3% got only 2 out of 5 and zero students got less than 3 out of 5 points. These scores for my Biology students are much higher than the scores of my Earth Science students. There are several possible reasons for this difference. While the articles were obviously different they were both at appropriate reading level and the skills being tested were similar. The most obvious difference is the scores on annotation. Maybe the Biology students did better because they have had a year more practice at it, but supposedly they are doing this at the middle school, if so than this would not be the reason. My hypothesis as to the difference is because of the difference of the groups of students themselves. All the smartest students at BUHS are in Biology as Freshmen and are not in Earth Science. Removing all the top students from Earth Science should definitely skew the data lower than it would be if the smart kids had been included in the Earth Science data. Most of the low scores for annotation in Earth Science didn't necessarily reflect an inability to annotate so much as a refusal to try to annotate well. Most of the low annotation scores in Earth Science were because students did not do the annotation, which reflects the socioeconomic backgrounds and aspirations of those particular students.

Yolken Earth Science Benchmark Summary
Second Quarter 2017

The Science Department at BUHS has decided to use Close Reading for our Benchmarks as they reflect Common Core reading and writing and various Depth Of Knowledge levels. This is our first attempt. The Benchmark was a Close Reading Assignment about Space Weather. Students were evaluated on their abilities to do 5 things : 1)Annotation. 2) Defining non-science vocabulary words important to understanding the article. 3) Summarizing the concepts presented in the article. 4) Answering questions about the article using complete sentences and citations. 5) Write a paragraph using opening and closing sentences, giving 3 examples from the reading, and citing evidence from the reading. The Standards they were being evaluated on were : RST 9-10.2, RST9-10.4, RST9-10.9, RST9-10.10. Standard RST9-10.2 is : Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon or concept; provide an accurate summary of the text.
RST9-10.4 is : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST9-10.9 is : Draw evidence from informational texts to support analysis, reflection, and research. RST9-10.10 is : By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

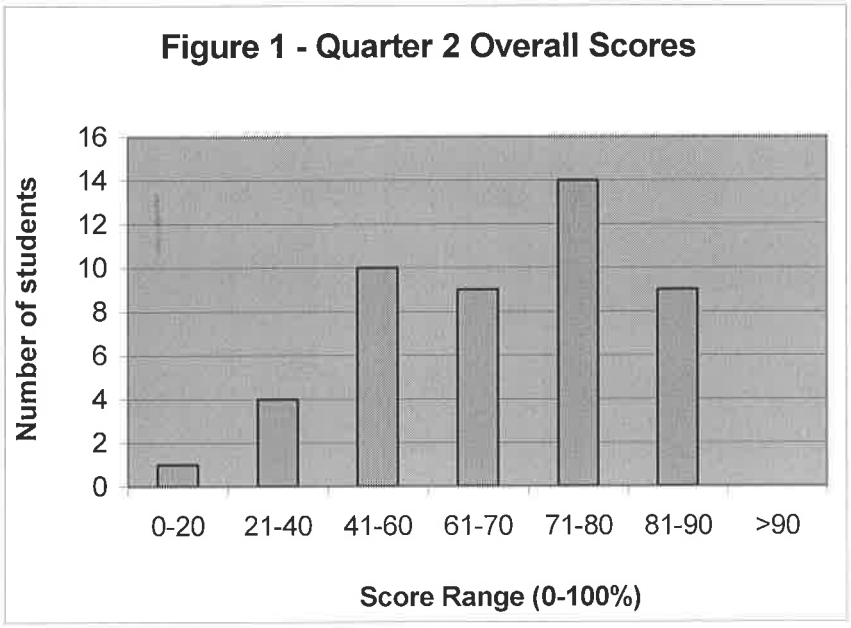
Analysis of the data from my Earth Science class yielded the following results. 33% of my students got 5 out of 5 possible points for Annotation. 33% got 4 out of 5 points for Annotation. That's 66% that were very successful at Annotation. However, 25% of my students got 0 points, I believe they could have succeeded but they did not do the Annotation , they so dislike it that they would rather get a zero then do it. These students make up the population that Joe Profita used to refer to as " the school haters" and they frequently take zeroes on assignments rather than do them. 88% of my students were perfect at defining non-science vocabulary that was important to understanding the article. 46% of my students were perfect at summarizing the concepts but 54% were not. 25% of my students got 4 out of 4 points for citing evidence, 54% got 3 out of 4 points, for a total of 79% who were very successful. A further 21% were marginally successful. 17% of my students got 4 out of 4 points for using complete sentences, another 71% got 3 out of 4 points for a totals of 88% who were very successful, but I had 13% who were only marginally successful. 42% of my students were able to write opening and closing sentences. 63% of my students were able to find 3 examples from the text. Only 21% of my students were able to cite evidence from the text, but 71% were able to use grade level composition and grammar.

We hope that as students get more practice at these skills , scores will show improvement form Earth Science freshmen to Biology sophomores and on through juniors and seniors in the advanced classes. These first numbers will hopefully be able to serve as a baseline for future comparisons.

Benchmark Analysis for General Earth Science, Q2 2017

The second quarter benchmark exam was administered as part of the Semester 1 Final Exam to 47 students. This exam focused on Common Core skills and consisted of 4 parts testing different skills. The exam involved reading an article about space weather and then using evidence from the article to answer questions and write a paragraph. This exam was written in the style of the SBAC tests with questions of varying difficulty.

The overall performance on the exam was acceptable, with 23 of the 47 students scoring 70% or higher (Figure 1). This pass rate is lower than on the first quarter benchmark, but the rigor of the questions was higher on the second quarter exam. Additionally, students had to write a paragraph on the most recent exam.

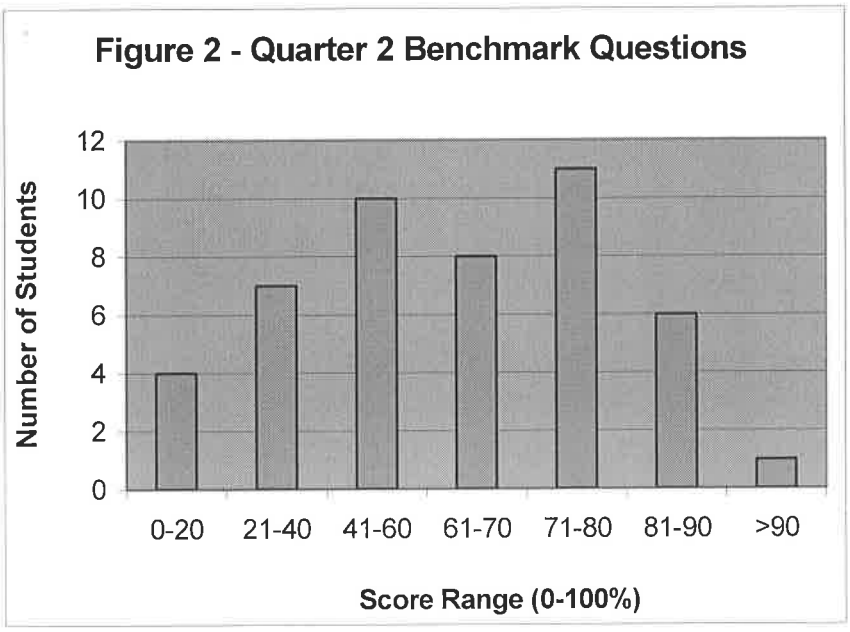


The first part of the second quarter exam consisted of reading the article and annotating it. This task required students to identify the main idea or claim in each paragraph (Standard RST 9-10.2) and to read science texts independently (Standard RST 9-10.10). A total of 36 students scored 70% or higher on the first part of the exam.

The second part of the exam required students to identify high utility words that were not technical terms and then define them using their Chromebooks. High utility words are those that commonly appear in academic language across disciplines. Sample words from the article include "perspective", "disrupt", "interconnected", and "disturbance". While Standard RST 9-10.4 focuses on specific scientific words, our department concluded that emphasizing academic language was more important for overall development of students. We have found that our students have a good mastery of

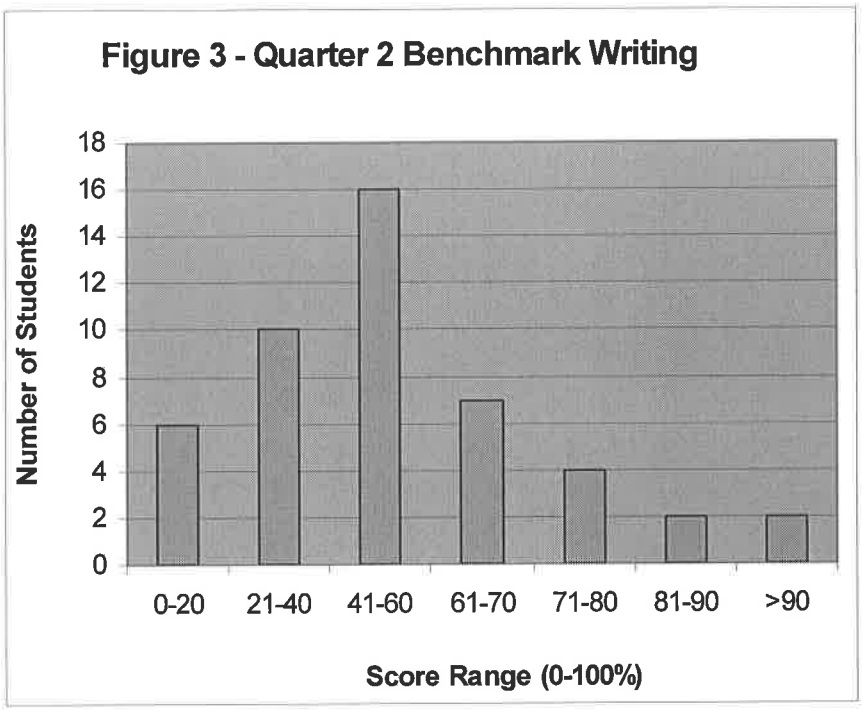
specialized vocabulary in science, they are often ignorant of the connecting words that allow them to comprehend text. Of the 47 students that took this test, 37 students scored 70% or higher on this task.

The third part of the exam consisted of one multiple choice question and four short answer questions. All questions required students to cite evidence from the article for their answers (WHST 9-10.9) and write complete, coherent sentences (WHST 9-10.4). Questions ranged from Depth of Knowledge (DOK) I (recall from the text) to DOK III (cite evidence). Student performance on the questions was mixed, with only 18 of the 47 students scoring 70% or higher (Figure 2). Because students were specifically prompted for the line and paragraph on which the answer was based, most students did well on citing evidence. Some students had difficulty writing complete sentences, but the most common problem was that students did not follow directions. For example, one question asked them to give five problems created by solar storms and students gave only two or three problems.



The final part of the exam was writing a paragraph explaining how a student's life would be affected by a solar storm. The paragraph required a student to identify at least three problems and explain them (WHST 9-10.2). A standard paragraph structure (opening sentence, body sentences, and closing sentence) was required (WHST 9-10.4). Finally, students had to cite evidence from the text to support their examples (WHST 9-10.9).Only 8 of 47students were able to score higher than 70 % on this part of the exam (Figure 3). Most students did not provide three problems that they would experience (such as disruption of cell service, loss of GPS signals for location services, and loss of electrical power) and fewer than half were able to follow standard paragraph structure. The most glaring deficiency was the absence of citations to support statements made in the paragraphs. Without citations, the maximum possible score on

the paragraph was only 70%. Clearly, future instruction will need to stress how to write a paragraph and the importance of citing evidence for statements made.



PARAGRAPH NUMBER _____ LINE NUMBER _____

DOK II

5. Which do you think will be worse - a solar flare or a CME? Explain your answer.

PARAGRAPH NUMBER _____ LINE NUMBER _____

OVER FOR LAST QUESTION

Standards:

DOK IV

WHST 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research

6. (10 pts) In a short paragraph (5 sentences minimum) explain how YOUR life would be affected in the event of a severe solar storm. Cite evidence from the article to justify your statements.

from the Sun's atmosphere created when local regions of its coiled magnetic field suddenly and violently reconfigure into a new shape. These can disrupt high-frequency radio communications on the dayside of Earth. Sometimes the Sun can also eject high-energy protons from its atmosphere (the second form of disturbance), which, if aimed at Earth, can damage satellites, disrupt radio communications in the polar regions, and increase radiation risk to astronauts and passengers on transpolar flights.

DSCOVR will be in position to monitor the large-scale eruptions of the Sun's magnetic field that blast into interplanetary space, known as **coronal mass ejections** (CMEs), as well as other disturbances that develop in the solar atmosphere and its extension, the solar wind. As a particularly potent third form of space weather, CMEs are potentially very disruptive to Earth's space environment. The fastest of these can reach Earth in less than a day and generate currents that flow along magnetic field lines into the upper atmosphere, where they can deposit vast amounts of energy.

The obvious visible manifestation of these solar wind disturbances is the aurora, but there are numerous other effects. During the worst of storms, these effects include causing satellites to lose altitude by increasing their drag, inducing currents in power grids that can reduce their capacity or cause them to fail, degrading the accuracy of satellite navigation systems such as GPS, and causing aircraft that use the Federal Aviation Administration's GPS-reliant Wide Area Augmentation System for precision flight approaches to rely on the older, more limited Instrument Landing System.

Vocabulary (6 pts): List at least 6 words you have circled <u>that are NOT science words</u> and define them using your Chromebook:

Standards Addressed:

RST 9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

1.

2.

3.

4.

5.

6.

1. (1 pt) Which statement BEST summarizes this article?

A. Solar flares are serious hazards because they can cause power outages.

B. Space weather events are hazardous but are also good because they create auroras.

C. Space weather poses risks to modern life, so there is a new early warning satellite in place to monitor hazards.

D. Corona mass ejections are the most dangerous of the three types of space weather.

Standards addressed:

RST 9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Questions (Answered with COMPLETE SENTENCES, LINE, AND PARAGRAPH NUMBERS 1 pt for answer, 1 pt for citation)

Standards:

All Citations - DOK III

DOK I

2. What is a solar storm and what causes it?

PARAGRAPH NUMBER _____ LINE NUMBER _____

DOK I

3. Give at least 5 examples of problems created by a solar storm.

PARAGRAPH NUMBER _____ LINE NUMBER _____

DOK I

4. Why has space weather become a more serious problem in today's world?

GENERTSCI Astronomy Unit Date_____

Space Weather Close Reading **Annotated with Standards**

In the prequel to "*The Maze Runner*", we learn that the world was devastated by a solar flare that fried the anything at the surface, heated up the oceans, and created hot tsunamis. How realistic is this? Read on.....

Read the following text, using your close reading skills and annotating it (5 pts):

Standards addressed:

RST 9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

(Excerpted from Odenwald, S. 2009, The Day the Sun Brought Darkness, https://www.nasa.gov/topics/earth/features/sun_darkness.html)

On March 13, 1989 the entire province of Quebec, Canada suffered an electrical power blackout. Hundreds of blackouts occur in some part of North America every year. The Quebec Blackout was different, because this one was caused by a solar storm!

On Friday March 10, 1989 astronomers witnessed a powerful explosion on the sun. Within minutes, tangled magnetic forces on the sun had released a billion-ton cloud of gas. It was like the energy of thousands of nuclear bombs exploding at the same time. The storm cloud rushed out from the sun, straight towards Earth, at a million miles an hour. The solar flare that accompanied the outburst immediately caused short-wave radio interference

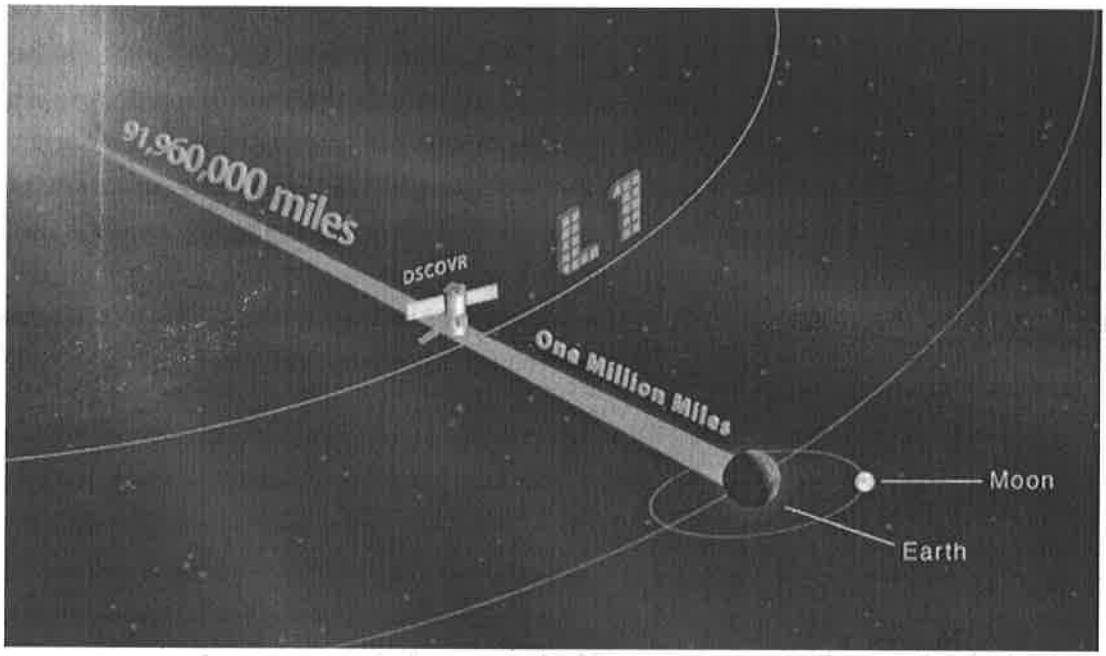
On the evening of Monday, March 12 the vast cloud of solar plasma (a gas of electrically charged particles) finally struck Earth's magnetic field. The violence of this 'geomagnetic storm' caused spectacular 'northern lights' that could be seen as far south as Florida and Cuba. The magnetic disturbance was incredibly intense. It actually created electrical currents in the ground beneath much of North America. Just after 2:44 a.m. on March 13, the currents found a weakness in the electrical power grid of Quebec. In less than 2 minutes, the entire Quebec power grid lost power.

(Excerpted from Knipp, DJ, and Biesecker, DA, 2015, Changing of the Guard: Satellite will warn Earth of Solar Storms, EOS Transactions AGU, 96, No. 7, 12-16.)

When the Sun unleashes its magnetic fury in the form of solar storms, it pays to have warning. The most powerful of solar storms, if they strike Earth's magnetic field, can block communications, destabilize power grids, damage satellites, and force

astronauts aboard the International Space Station to take shelter to avoid harmful radiation doses.

In July, Earth's new sentinel in space, the Deep Space Climate Observatory (DSCOVR), is expected to be fully operational. DSCOVR will hover between the Earth and Sun to monitor the solar wind and warn of looming space weather storms. A sentinel spacecraft can detect disturbances in the solar wind roughly 15 to 60 minutes before they strike Earth, providing valuable lead time for the National Oceanographic and Atmospheric Administration's (NOAA) space weather alerts and forecasts.



The Space Weather Threat

Long considered interesting from a physical science perspective, space weather has also become a pressing civil and military issue addressed in many publications (e.g., http://bit.ly/AGU_SW). Humans have grown more dependent on electronics, space-based global navigation and civil and military communications, transcontinental airline flights over the poles, and interconnected power grids. All of these systems are exposed to the whims of the Sun's magnetized atmosphere, which can affect Earth's tenuous upper atmosphere and surrounding magnetic field. [added by SKP: There are three types of solar disturbances that create problems: solar flares, high energy protons ejected from the solar atmosphere, and coronal mass ejections.]

NOAA is tasked with protecting life and property and monitoring day-to-day and long-term changes in the space environment. To that end, NOAA's Space Weather Prediction Center (SWPC) operates 24/7, providing real-time civil space weather forecasts and information to the nation. SWPC personnel work closely with partner centers in other countries such as Australia, South Korea, and the United Kingdom. Since the mid-1970s, NOAA satellites in geostationary orbit (called Geostationary Operational Environment Satellites (GOES)) have monitored two forms of these dangerous disturbances. The most common are **solar flares**, flashes of intense radiation

Fashion Design

Second Quarter Benchmark Assessments

Unit Title:	**Reading Pattern Envelope**
What will students learn?	The student will 1. The student will read and interpret information found on the pattern envelope front and back. 2. Understand pattern layout and sewing instruction sheets. * FID.FS.5.0 Problem Solving and Critical Thinking *Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:* • 5.3 Use critical thinking skills to make informed decisions and solve problems. FID.FS.10.0 Technical Knowledge and Skills – *Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:* • 10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment. FID.PS.A9.0 *Students understand and apply garment construction skills used in a variety of occupations within the industry:* • A9.1 Know the basic process of manufacturing garments. • A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments. • A9.4 Understand how the manufacturing process relates to the cost of producing garments. • A9.5 Understand cost sheets for garments, including manufacturer's costs, markup, and profit margin.
Assessment	Formative: Instructor will check for understanding through verbal q and a, handouts and note-taking, student feedback, observation and review. Students will assemble handouts into a study packet for take-home study before test. Summative: Reading Pattern Envelope Test
Results	Average Score: 86.13%
Strategies to Address Areas of Weakness	Students who score 65% or below may retake test for higher score. Study packets may be used for review along with individual teacher or peer review of areas of weakness. Clarification given of terms.

*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design
FS - Foundation Standard
PS – Pathway Standard

Unit Title:	**Dressmaker Pattern Markings**
What will students learn?	The student will • Identify pattern markings and symbols • Understand and interpret the meanings of pattern markings and symbols. * FID.FS.5.0 Problem Solving and Critical Thinking *Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:* • 5.3 Use critical thinking skills to make informed decisions and solve problems. FID.FS.10.0 Technical Knowledge and Skills – *Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:* • 10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment. FID.PS.A9.0 *Students understand and apply garment construction skills used in a variety of occupations within the industry:* • A9.1 Know the basic process of manufacturing garments. • A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
Assessment	Formative: Teacher demonstration, handouts and note-taking, defining vocabulary, hands-on practice and application. Instructor will check for understanding through class discussion, student practice, observation, and review. Students will assemble handouts into a study packet for take-home study before test. Summative: Pattern Markings Test
Results	Average Score: 89.25%
Strategies to Address Areas of Weakness	Students who score 65% or below may re-take test for higher score. Study packets may be used for review along with individual teacher or peer review of areas of weakness. Clarification given of terms.

*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design
FS - Foundation Standard
PS – Pathway Standard

Unit Title:	**Sewing Sample Workbook**
What will students learn?	The student will assemble a workbook containing samples of a variety garment construction techniques that demonstrate mastery of basic sewing skills.

	FID.FS.1.0 *Academics – Students understand the academic content required for entry into postsecondary education and employment in the Fashion and Interior Design sector.* (1.1) Students use properties of numbers to demonstrate whether assertions are true or false. (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. FID.FS.10.0 Technical Knowledge and Skills (Consumer and Family Studies) *Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:* • 10.3 Understand the historical and cultural influences on apparel, furnishings, and housing. • 10.4 Understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings. • 10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment. FID.PS.A5.0 *Students understand the relationship between history and fashion:* • A5.2 Understand how fashion and design have been influenced by politics, society, economics, culture, and aesthetics. • A5.3 Understand how designs and trends have developed and evolved throughout history. • A5.5 Understand fashion cycles and the adaptation of historical fashions to current trends. FID.PS.A6.0 *Students understand the characteristics, production and maintenance of textiles and textile products:* • A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes. FID.PS.A9.0 *Students understand and apply garment construction skills used in a variety of occupations within the industry:* • A9.1 Know the basic process of manufacturing garments. • A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
Assessment	Formative: Instructor will check for understanding through class discussion, defining vocabulary, handouts and note-taking, power-point presentations, teacher demonstration, student practice, sewing machine operation, observation, and review. Students will assemble workbook containing sewing samples and notes. Summative: Workbooks will be graded according to: accuracy of workmanship, organization, neatness and self-evaluation
Results	Average Score: 89.75%

Strategies to Address Areas of Weakness	Students can re-make missing samples or samples scoring 1pt./3pts. for additional points.

*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design
FS - Foundation Standard
PS – Pathway Standard