

ELA

2017/2018 Quarterly timed-writing benchmark results and analysis

Q3

9CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1	7---6%	1---1%	
1	31---31%	39---35%	41---38%	
2	51---51%	48---42%	49---45%	
3	11---11%	18---16%	17---16%	
4	1---1%	1--->1%	1---1%	
Total # of Essays	103	113	109	

10 CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1---1%	0	4---5%	
1	33---47%	25---35%	28--35%	
2	37---53%	35---49%	29--37%	
3	6---9%	11---16%	12--15%	
4	0	0	6---8%	
Total # of Essays	70	71	79	

11CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1---1%	1---1%	1---1%	
1	36---35%	33---32%	29---30%	
2	49---48%	56---54%	46---48%	
3	19---18%	16---15%	17---18%	
4	1---1%	5---4%	3---3%	
Total # of Essays	106	111 *2 missing	96	

12CP

Step Up Score	Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	1---1%	0	0	
1	14---27%	4---6%	2---3%	
2	30---48%	23--35%	22--34%	
3	17---27%	35--53%	34--56%	
4	0	4---6%	8---13%	
Total # of Essays	63	66	63	

**Benchmark essay analysis: 9th grade: Prompt- text-based analysis
Quarter 3 2017/2018**

**Observations
9 CP EL**

The ELD students in 9 CP vary in both their effort and EL level. The other students range from not demonstrating the ability to write a multi-paragraph essay to writing a grade-level appropriate essay.

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..
- Re-teach how to write a body paragraph, and introduction paragraph
- Model essay editing and revision.
- Utilize student teacher writing conferences as well as self and peer editing practices to continue the writing process.
- Continue using a variety of scaffolds:sentence frames, (says, means, matter), essay outlines.

-Observations of 9 CP:

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

Much of our analysis of quarter 3 benchmarks is an echo of that in quarter 2. As a group students have made significant gains in consistently drafting thesis statements that address the prompt. The overwhelming majority of 9th grade essays were multi paragraph and included text based evidence (“concrete details”) from the text.

Students had a great deal of difficulty with organization of their thoughts, and logical reasoning. For example their body paragraphs frequently lacked topic sentences that supported their thesis, and or their textual evidence was NOT accompanied with commentary and or analysis to adequately connect their evidence to their thesis. This tends to be the point as which student errors in reading comprehension or attention to text complexity manifest. Body paragraphs frequently moved from textual evidence to an inaccurate summary of the original text or to a persuasive essay rather than analysis of another’s persuasive essay.

Planned Actions:

Teachers will-

Model rereading for the purpose of self reflection, and editing for: grammar, spelling, and mechanics, and revision.

Model rereading for the purpose of assessing the logical reasoning.

Incorporate peer editing and revision.

Review common errors in reading comprehension reflected in essays.

Teachers will continue:

-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 crafting Body Thesis Statements (topic sentences) for the body paragraphs and the proper use of CM's to support and analyze a given topic.

-Reintroduce 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 3 2017/2018

Observation:

With this third essay, the students were once again given the article in which the prompt was addressed ahead of time. Time was spent in class to read the article as a class. We discussed some vocabulary and the purpose of the article. Then we moved into a second read using close read strategies. Unlike the past two benchmarks where the close read was done with step-by-step whole group direct instruction, this third benchmark close read completed more independently in partners.

Before having students move into independent practice, as a class we reviewed the prompt language, stylistic devices (i.e. ethos, pathos, logos, imagery, facts, statistics, etc.), and how those elements work to persuade an audience.

In order to assist the students with their comprehension, the students addressed underlined passages that pertained to various stylistic strategies. The students were asked to, first,

identify the type of device and second, explain how the underlined passage helped persuade the reader (prompt language).

The students who have low reading levels struggle with any grade level reading that is not directly and explicitly explained, and even then comprehension and retention is low. This has proven a difficult challenge as misunderstanding the text is frequent and common with this group of students.

This 3rd quarter's benchmarks showed a higher percentage of students who addressed the prompt, worked to weave in quotes, and whose analysis stayed on topic. The 10th grade year has focused on using structure template as a thesis to form a guideline for the paper. More students are working to apply these skills within their benchmarks. Those who are achieving this effectively are also following that template to organize their paper. This has helped a handful of students move from the 3 range to the 4 range. This same group of students is using relevant phrases and shorter sections of textual evidence within their own writing. This is creating more fluency and coherence within their essay. Because of these improvements the combine percentage in the 3-4 range has increased a total of 7%, with an 8% increase alone in the 4 range.

While very few students are simply summarizing the article, the 1 and 2 range grades struggle with moving away from summarizing the textual evidence that is used to prove their thesis and therefore the analysis is simple and basic, often barely connecting to the topic. In these ranges, the analysis struggles to connect ideas by explaining how and why a specific stylistic strategy persuades the audience, but that the stylistic device merely does persuade the audience. There little to no depth. The 1 to 2s are also writing with excessive repetition and simplistic vocabulary. However, despite the struggle to bring these students into the 3-4 range, the combine percentage of 1-2 range has decreased by 12%. This reinforces that the continual review and practice is beginning to take hold.

The few grades that are zeros are students who chose to write only one paragraph, one sentence or not respond at all during the in-class essay time period. These students are capable and spoked to and encouraged, but still chose to not complete the assessment. These students do not have IEPs or 504s.

Planned Actions:

Teachers will focus on:

- With each essay, and even smaller assignments, direct instruction to review guiding thesis and topic sentences.
- Continual integration of using textual evidence to support ideas within writing.
- Work to consistently practice implementing key elements needed for sound writing. This would include topic sentences that guides the paragraph, textual evidence to support the idea, and explanation that explores the deeper analytical questions of how and why.

- Continue to use direct instruction, class discussion, independent close reading skills to understand how textual evidence from the text illustrates ideas, themes, and concepts within the texts.
- Use close reading to go beyond the basic meaning of the text. By investigating vocabulary, asking questions, identifying key ideas, and connecting ideas within the texts, students become more cognizant of what they are trying to understand.
- Teach, re-teach, and review new vocabulary. Encourage self-motivated learning in exploring unknown words to hopefully instill a personal responsibility in vocabulary and all learning.

**11th grade
Quarter 3 2017/18**

Same prompt, different piece of literature. After having done this sort of prompt now over the last two years, the assumption is that all students would be able to address it adequately; however that is still not the case. We seem to be still hovering around the same percentages. We continue to review and model the proper ways to address an essay, and this prompt in particular, but continue to see similar mistakes seen in previous essay attempts. Thus, this continues to be a work in progress with the hope that in time (by senior year) all students will be able to incorporate all the necessary elements into a well-organized essay with strong analysis and textual support, with the least being something showing average ability and at the most, something showing advanced ability.

Teachers will continue to focus on:

- Students addressing the prompt
- Introduction paragraph that names the piece of literature and its author, has a strong, clearly stated thesis and is a minimum of 3-5 sentences in length.
- Body paragraphs that address one point of the thesis for each paragraph, begin with a topic sentence that clearly states the point from the thesis that will be discussed, and analysis and textual evidence that clearly ties to the argument the author is making.
- Conclusion paragraph that clearly sums up what was done, restates the thesis in the same order as in the introduction, connects everything to the author's argument, leaves the reader with something to ponder about the topic/issue and is a minimum of 3-5 sentences.

Benchmark essay analysis: 11th grade: Prompt- text-based analysis

Quarter 2 2017/2018:

Observations:

Students were again asked to analyze how the author persuade 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 3 2017/2018:

Observations:

Whereas the scores showed some improvement in one's to two's, three's and and a big increase in four's, I was at first disappointed in the level of sophistication of the responses... vocab seemed to take a step backward, as did the overall involvement with the text, especially in understanding how the author was building his argument. But then I went back and re-read the argument itself from the standpoint of a student trying to dissect the author's strategy, I realized the difficulty of the prompt- The author spends fully the first half of the piece essentially arguing for his antithesis. The students seemed confused by this, given that they were prompted to discuss the tools he uses to BUILD his argument. When I do this prompt again, I'll make sure to coach them a bit on this paradox.

The mini-workshops on completeness of analysis exercises we did at the beginning of the semester via google classroom using student essays and modeling real-time revision paid off- though I should reinforce these concepts just before the benchmark, like I did at the end of the second quarter.

- Significant reduction in the plunking down of whole chunks of text- greater quote "weaving"
- Style is becoming the dividing line between two's and three's, and there was a 50 % increase in the number of fours, largely due to sophistication of syntax vocabulary and verb choice- this is as it should be

- Thesis statements showed continued growth in using the thesis to set up a structure for the essay
- Students are still showing better understanding of "diction" and "imagery," and how they contribute to strength of an argument, but I still need to reinforce the idea of descriptors for these tools.

Planned actions:

Teacher(s) will-

- Continue to reinforce quote weaving of smaller chunks, but emphasize the importance of quote weaving in complex sentences.
- Assign a self evaluation focusing on passive voice and tying in language of prompt
- Re-emphasize stylistic elements- incorporate more "modeling" lessons, and reinforce these right before fourth quarter bench
- Do one more mini-lesson on completeness of analysis- the "what else can I say" concept
- Do all of this closer to the 4th Q Benchmark
- Give MINOR instruction on the prompt itself- which I did not do this time
- Return to emphasising the importance of the close read, and prewriting exercises, and allowing class time for these.

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

Analysis:

Based on a Site Assessment Overview from Illuminate, the following standards need review in all Math One classes:

- | | |
|-------------------|---|
| CCSS-MATH 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 $y = f(x)$. |
| CCSS-MATH A REI.3 | Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. |
| CCCS-MATH F IF. 4 | Interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features. |

Planned Action:

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

- 1) The question item on Standard CCSS-MATH A REI.3 involved a simple inequality that most students solved correctly, but they struggled to identify the graphical representation of their answer. Math One teachers will continue to present students with multiple ways to represent solutions and will identify more practice problems that require students to represent their answers in different ways.
- 2) We continue to see student mistakes when questions have multiple answers (CCSS-MATH F IF.1). Students 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.
- 3) Each teacher will use student benchmark results and quarter grades in order to identify individual students who are not learning. Prescriptions are being written for these students to attend Math Intervention.

Site Assessment Overview

Assessment: Math One Third Quarter Benchmark

Site: Bishop Union High School

Course: Math I (0430) - Math

Roster Date: Control Panel (04-02-2018)

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.8.8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	86%	49	86%	0.86	1
CCCS.MA.9-12.F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	82%	47	82%	0.82	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.	72%	41	76%	3.04	4
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.	72%	41	88%	2.65	3
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.	65%	37	65%	0.65	1
CCCS.MA.9-12.A-SSE.1.a.2	Interpret parts of an expression, such as terms, factors, and coefficients.	61%	35	77%	1.54	2
CCCS.MA.9-12.F-BF.1.b.2	Combine standard function types using arithmetic operations.	58%	33	58%	0.58	1
CCCS.MA.8.8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	58%	33	58%	0.58	1
CCCS.MA.9-12.A-SSE.1.2	Interpret expressions that represent a quantity in terms of its context.	56%	32	74%	1.47	2
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.	40%	23	67%	2.02	3
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 $y = f(x)$.	40%	23	61%	1.23	2
CCCS.MA.9-12.A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	39%	22	39%	0.39	1

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Math 1 Honors
Third 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 1 Honors classes:

- Standard CCSS-MATH GPE.4 Use coordinates to prove simple geometric theorems algebraically.
- Standard CCSS-MATH FBF.1 Combine standard function types using arithmetic operations.
- Standard CCSS-MATH A CED.1 Create equations and inequalities in one variable and use them to solve problems.

Planned Action:

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

- 1) Missed questions will be reviewed in class and will continue to be reviewed in warm up and practice problem opportunities. The mathematical practice of attending to precision will continue to be taught and enforced as simple mistakes of distributing a negative and selecting more than one answer led to the low achievement on the above listed standards.

- 2) Performance tasks and multi-step problems will be continued to be implemented in the class. Also various types of assessment questions such as select more than one response will continue to be used on practice and unit assessments.

Site Assessment Overview

Assessment: Math 1 HONORS 3rd qtr benchmark

Site: Bishop Union High School

Course: Math I (H) (0431)

Roster Date: Control Panel (04-02-2018)

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.PS.8.0	Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.	100%	32	100%	1.00	1
CCCS.MA.9-12.F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	100%	32	100%	1.00	1
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.	97%	31	98%	1.97	2
CS.MA.8-12.PS.6.0	Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.	81%	26	81%	0.81	1
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).	81%	26	81%	0.81	1
CCCS.MA.9-12.A-SSE.1.b.2	Interpret complicated expressions by viewing one or more of their parts as a single entity.	81%	26	81%	0.81	1
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.	81%	26	81%	6.50	8
CCCS.MA.9-12.A-SSE.1.a.2	Interpret parts of an expression, such as terms, factors, and coefficients.	72%	23	72%	0.72	1
CCCS.MA.9-12.S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	69%	22	77%	3.06	4
CS.MA.8-12.G.22.0	Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	50%	16	50%	0.50	1
CCCS.MA.9-12.G-CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	50%	16	50%	0.50	1
CCCS.MA.9-12.G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	50%	16	75%	1.50	2
CCCS.MA.9-12.S-ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	50%	16	75%	1.50	2

Site Assessment Overview

Assessment: Math 1 HONORS 3rd qtr benchmark

Site: Bishop Union High School

Course: Math I (H) (0431)

Roster Date: Control Panel (04-02-2018)

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.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	44%	14	67%	1.34	2
CCSS.CCSS.Math.Cont ent.HSA-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.	44%	14	62%	1.25	2
CCCS.MA.9-12.F-BF.1.b.2	Combine standard function types using arithmetic operations.	31%	10	62%	1.25	2
CCCS.MA.9-12.G-GPE.4	Use coordinates to prove simple geometric theorems algebraically.	28%	9	28%	0.28	1

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Integrated Math 2
Third Quarter Benchmark 2017-2018
Teachers: Deidre Buchholz and Stacy VanNest

Analysis:

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

CCSS-MATH G GMD.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.
CCSS-MATH G SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Planned Action:

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

- 1) The Math 2 average was 73%. We spent a lot of PLC time altering the test from the previous year because the test was too many questions in a regular slotted class period. We are very happy with the class average, as it was an increase from last year. Time is still a hindrance so some students, but learning how to take a timed test is valuable.
- 2) We feel it is necessary to review the Benchmark, reinforce this topic in daily notes, Warm Ups and Practice assignments. Students will complete test corrections so they can learn/reinforce the topics.
- 3) Standards CCSS-MATH G GMD.3 and Standard CCSS-MATH G SRT.8 were least successful. We feel that the students knew more than their scores reflected due to the underlying fact that non-partial credit problems are more difficult and due to a timed test environment where some students did not have enough thinking time on every problem. Trigonometry is an important concept that repeats throughout a student's mathematical career. We will continue to study this topic in detail all year long.
- 4) We feel that it is necessary to mention that three days were spent studying for the Benchmark, which included teacher directed problems to study along with student centered learning. Students created Learning Logs for the Benchmark that they were allowed to use on the Exam. Some students created fantastic Learning Log Packets which helped them perform better on the Exam, while others should have spent more time on them.

Site Assessment Overview

Assessment: Math 2 - Q3 Benchmark Exam
 Site: Bishop Union High School
 Course: Math II (0434) - Math

Roster Date: Control Panel (04-02-2018)
 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.C.2	Identify and describe relationships among inscribed angles, radii, and chords.	91%	62	83%	5.82	7
CCCS.MA.9-12.A-SSE.2.2	Use the structure of an expression to identify ways to rewrite it.	84%	57	84%	0.84	1
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.	78%	53	78%	0.78	1
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.	74%	50	74%	0.74	1
CCCS.MA.9-12.N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	66%	45	71%	2.84	4
CCCS.MA.9-12.G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	63%	43	63%	0.63	1
CCCS.MA.9-12.G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	59%	40	71%	1.41	2
CCSS.CCSS.Math.Cont ent.HSG-C.B	Find arc lengths and areas of sectors of circles	51%	35	69%	1.38	2
CCCS.MA.9-12.G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	38%	26	66%	1.99	3
CCCS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	35%	24	64%	1.93	3

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Integrated Honors Math 2
Third Quarter Benchmark 2017-2018
Teachers: Deidre Buchholz

Analysis:

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

CCSS.Math.Content.HSN-CN.A

Perform arithmetic operations with complex numbers.

CCSS.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.

CCSS.MA.9-12.N-RN.2

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Planned Action:

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

1. The overall class average was 86% on this exam. The students appear proficient on their understanding of the majority of the material taught. I will definitely spend some time reviewing certain problems from this exam and will allow time before the Final in June to cover most missed problems. Overall, I am pleased with this result and appreciate how hard the vast majority of the students are working. I will allow students to complete test corrections during class with their partner, but will not spend too much time reviewing the test since the students did great!
2. The least successful standard are described above and I feel that when analyzing student scores and looking at those problems again, that the students fell for common distractors. It is a good reminder to me to inform the students to pay better attention to detail and to think logically if their answer makes sense. A good place to review old topics is through warm ups and Practice assignments, both of which I will do.

Teacher Assessment Overview

Assessment: Honors Math 2 - Q3 Benchmark Exam

Site: Bishop Union High School

Teacher: Buchholz, Deidre

Roster Date: Control Panel (04-03-2018)

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.2.2	Use the structure of an expression to identify ways to rewrite it.	97%	34	97%	0.97	1
CCSS.CCSS.Math.Cont ent.HSA-APR.A	Perform arithmetic operations on polynomials	94%	33	96%	1.91	2
CCCS.MA.9-12.G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	86%	30	86%	0.86	1
CCSS.CCSS.Math.Cont ent.HSA-REI.B.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	71%	25	86%	1.71	2
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.	69%	24	87%	2.60	3
CCSS.CCSS.Math.Cont ent.HSF-LE.A	Construct and compare linear, quadratic, and exponential models and solve problems	66%	23	79%	1.57	2
CCCS.MA.9-12.G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	63%	22	83%	2.49	3
CCCS.MA.9-12.A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	63%	22	76%	1.51	2
CCSS.CCSS.Math.Cont ent.HSN-CN.A	Perform arithmetic operations with complex numbers.	57%	20	57%	0.57	1
CCCS.MA.9-12.A-SSE.3.a	Factor a quadratic expression to reveal the zeros of the function it defines.	43%	15	77%	2.31	3
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.	31%	11	66%	1.31	2
CCCS.MA.9-12.N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	26%	9	66%	1.97	3

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Integrated Math 2A
Third Quarter Benchmark Spring 2018
Teacher: Demetria Gianopoulos

Overall Summary: On average the students scored 53% on the second quarter benchmark exam. The high score was 84%; 4 students out of 25 scored above the mastery level of 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 four 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.HSG-CO.C.11: Prove theorems about parallelograms.

Only 12% of the students achieved mastery on this standard. I attribute this to the fact that we just finished the unit on quadrilaterals. These students need to see the content many times and in multiple ways to achieve mastery. On the second quarter benchmark, no students were at the mastery level on HSG-CO.C.10 (Prove theorems about triangles.). However, on this third quarter exam, 76% of students mastered the triangle proofs standard. We will continue to revisit this content on parallelograms and other quadrilaterals, and I expect to see an improvement on this standard on the fourth quarter benchmark exam.

Site Assessment Overview

Assessment: Math 2A Q3 Benchmark

Site: Bishop Union High School

Roster Date: Control Panel (04-10-2018)

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
CCSS.CCSS.Math.Cont ent.HSG-CO.C.10	Prove theorems about triangles.	76%	19	70%	2.80	4
CCSS.MA.8-12.G-GMD.6_1	Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems.	48%	12	77%	2.32	3
CCSS.CCSS.Math.Cont ent.HSG-CO.A.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.	48%	12	65%	2.60	4
CCSS.CCSS.Math.Cont ent.HSG-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	28%	7	48%	2.40	5
CCSS.CCSS.Math.Cont ent.HSG-CO.C.11	Prove theorems about parallelograms.	12%	3	56%	5.08	9

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 A-APR.3 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.

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) Finding the area of a sector is a complicated formula for these students and will continue to be reviewed in warm ups, practice, and assessments. This standard was worked on before and will continue to be worked on throughout the year.
- 3) Finding the zeros of polynomials is complicated and is the first time these students were tested on these topics. We are continuing our work with quadratic polynomials and hopefully more time and review will help with mastery,

Site Assessment Overview

Assessment: Math 2B Quarter 3 Benchmark

Site: Bishop Union High School

Course: Math II B (0437)

Roster Date: Control Panel (04-02-2018)

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-C.2	Identify and describe relationships among inscribed angles, radii, and chords.	32%	6	61%	1.21	2
CCCS.MA.9-12.N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	21%	4	51%	1.53	3
CCCS.MA.9-12.G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	21%	4	21%	0.21	1
CCSS.CCSS.Math.Cont ent.HSA-SSE.B	Write expressions in equivalent forms to solve problems	16%	3	46%	1.37	3
CCSS.CCSS.Math.Cont ent.HSF-IF.C	Analyze functions using different representations	16%	3	39%	0.79	2
CCCS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	11%	2	46%	2.79	6
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.	0%	0	42%	1.26	3

Bishop Union High School

Benchmark Assessment Analysis and Planned Action

Integrated Mathematics 3

Third Quarter Benchmark Spring 2018

Teacher: Demetria Gianopoulos and David Fulkerson

Analysis and Planned Action:

Seventy-seven students in four classes scored an average of 62% on the 3rd quarter Benchmark Exam. 68% of students achieved the mastery level of 70%, this is an improvement over 2nd quarter when only 41% of students were at mastery.

CCSS.MA.9-12.F-LE.4.2: » High School - Functions » Mathematics » Common Core Content Standards

For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Only 22% of students mastered this standard, which involved 3 of the 25 questions on the exam. This standard is very specific; it involves conversions which required use of the properties of logarithms. Pacing will be adjusted to allow for more time on this topic in the future.

CCCS.MA.9-12.F-BF.1_2 » High School - Algebra » Mathematics » Common Core Content Standards

Write a function that describes a relationship between two quantities.

About forty of students mastered the two questions on this standard. This standard involved combining functions by addition and composition. The most missed question fell under this standard. It involved grouping like term and the distributive property, topics that student have been working on since seventh grade. Period review of basic topics such as these is clearly needed to keep students knowledge fresh. The need for spiraling of content and cumulative assessment are being discussed and planned for future use in the math department PLC meetings.

Site Assessment Overview

Assessment: Math3 Q3 Benchmark

Site: Bishop Union High School

Roster Date: Control Panel (04-17-2018)

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.e_2	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	81%	62	81%	0.81	1
CCCS.MA.9-12.A-SSE.1.b_2	Interpret complicated expressions by viewing one or more of their parts as a single entity.	66%	51	78%	3.91	5
CCCS.MA.9-12.F-TF.1_2	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	65%	50	84%	2.53	3
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.	65%	50	65%	0.65	1
CCCS.MA.9-12.F-TF.2_2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	61%	47	84%	2.51	3
CCCS.MA.9-12.F-BF.4.a_2	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.	61%	47	77%	1.53	2
CCCS.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.	45%	35	65%	1.30	2
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.	43%	33	75%	2.26	3
CCCS.MA.9-12.F-BF.1_2	Write a function that describes a relationship between two quantities.	38%	29	58%	1.17	2
CCCS.MA.9-12.F-LE.4_2	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	22%	17	55%	1.66	3

Bishop Union High School
Benchmark Assessment Analysis and Planned Action
Integrated Honors Math 3
Third Quarter Benchmark 2017-2018
Teachers: Deidre Buchholz

Analysis:

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

CCSS.Math.Content.HSF-TF.A.1

Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Planned Action:

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

- 1) The class average was an 86%, with the least successful standard CCSS.Math.Content.HSF-TF.A.1. The nice thing about Trigonometry, which is the entire second semester of this course, is the material repeats itself which lends beautifully to re-teaching concepts. I have been wondering if the Benchmark was too easy due to the high average, but after thoughtful consideration, I am confident that the exam covers the material taught at a challenging level. The students just really knew the material this well!
- 2) This class is designed to be the stepping stone into AP Calculus AB next year, so we need to spend a heavy amount of time on trigonometry, logarithms, exponential equations and transformations of curves. About half of the test is to be executed without the use of a calculator, which is prepping the students for the AP Calculus Exam.
- 3) I feel it is necessary to mention how motivated these students are to understand the material. I wish all classes, not just honors, were filled with students who get their nightly Practice assignments done but, moreover, understand the importance of truly comprehending the material. The students come to class prepared, ready to ask questions and to learn a new topic daily.

Teacher Assessment Overview

Assessment: Honors Math 3 - Q3 Benchmark Exam

Site: Bishop Union High School

Teacher: Buchholz, Deidre

Section: Math III (H) - 1 (1883), Math III (H) - 2 (1926)

Roster Date: Control Panel (04-03-2018)
 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
CCSS.CCSS.Math.Cont ent.HSF-TF.A.3	Use special triangles to determine geometrically the values of sine, cosine, and tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	95%	40	93%	4.64	5
CCSS.CCSS.Math.Cont ent.HSF-TF.A.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	88%	37	92%	5.50	6
CCSS.CCSS.Math.Cont ent.HSF-TF.B.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	86%	36	92%	1.83	2
CCSS.CCSS.Math.Cont ent.HSF-TF.B.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	86%	36	89%	4.43	5
CCSS.CCSS.Math.Cont ent.HSF-TF.B.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	83%	35	80%	5.60	7
CCSS.CCSS.Math.Cont ent.HSF-TF.A.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	24%	10	66%	1.98	3

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

Analysis & Planned Action:

Based on the Standards Summary Report from Illuminate, the following Standards need review in the Precalculus class.

CCCS.MA.9-12.F-IF.7.e_2 » High School - Functions » Mathematics » Common Core Content Standards

Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Students used graphing calculators during the exam. Both questions representing the least successful standards (IF strand) could have been reasoned through with the assistance of a graphing device. More emphasis will be placed on how to utilize provided tools effectively during examinations, specifically how problem solving can be visualized by the use of graphing calculators.

CCCS.MA.9-12.F-IF.1 » High School - Functions » Mathematics » Common Core Content Standards

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 $y = f(x)$.

Students showed a basic understanding of the question relating to this standard. The correct answer and a logical distractor were chosen by more than 80% of the students. However, the problem was one of the least successful because the students needed to take into account range of validity as represented by asymptotes and limits. More time will be spent developing these concepts to fruition.

CCCS.MA.9-12.G-SRT.8 » High School - Geometry » Mathematics » Common Core Content Standards

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Of the two questions that appear on the exam, one is a teacher-scored, short answer question with multiple parts. Many students struggled to answer all the parts, perhaps due to the complexity of the problem. The current curriculum has very few multi-part problems so ancillary tasks must be brought in to give students more practice with similar tasks.

Other Considerations.

The 2017/2018 school year will be the last time this current set of Benchmark Assessments will be used for Precalculus. The current tests were created several years ago, before the adoption (at BUHS) of the following: Common Core State Standards, Integrated Mathematics Pathway and before the current (Pearson, Math 1 through Math III) curriculum. Beginning next year, the Precalculus Benchmarks will be updated to assess current emphases and more closely follow the course's scope and sequence.

Similar to other Benchmark Assessments most of the least successful standards involve topics covered many weeks prior to administration of the test or are prerequisites for the course/previously mastered topics. Serious discussions have been conducted within the Math Department PLC regarding the need for "spiraled review" of topics as well as cumulative assessments.

Benchmark Assessment results and 10th week progress 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. Furthermore, all students will be invited to after school tutoring, which continues through June.

Site Assessment Overview

Assessment: Precalculus Q3 Benchmark

Site: Bishop Union High School

Course: PreCalculus (0411)

Roster Date: Control Panel (04-16-2018)

Gender(s): Male & Female

Reported Race: All Reported Races

Special Education: Special & Non Special Ed

Socio-Economic: null

English Proficiencies: All

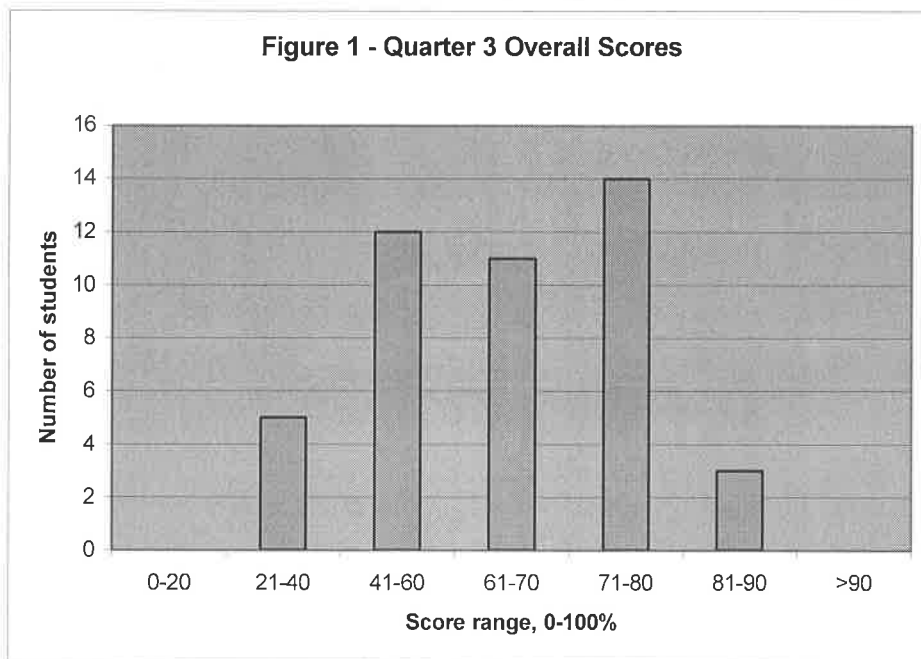
Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.	94%	17	94%	0.94	1
CS.MA.8-12.G.18.0	Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.	89%	16	94%	1.89	2
CCCS.MA.9-12.F-BF.5	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	72%	13	86%	1.72	2
CS.MA.8-12.AII.11.1	Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	72%	13	86%	1.72	2
CCCS.MA.9-12.F-TF.2.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	72%	13	86%	1.72	2
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.	67%	12	81%	1.61	2
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.	67%	12	67%	0.67	1
CCCS.MA.9-12.F-IF.8.b	Use the properties of exponents to interpret expressions for exponential functions.	56%	10	56%	0.56	1
CCCS.MA.9-12.F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	39%	7	39%	0.39	1
CCCS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	17%	3	57%	2.28	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 $y = f(x)$.	17%	3	17%	0.17	1
CCCS.MA.9-12.F-IF.7.e.2	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	17%	3	17%	0.17	1

Benchmark Analysis for General Earth Science, Q3 2018

The third quarter benchmark was administered as part of a unit on Processes That Shape Earth's Surface to 45 students. This exam focused on Common Core skills and consisted of 4 parts testing different skills. The exam involved reading an article about the California drought 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 marginal, with only 17 of the 45 students scoring 70% or higher (Figure 1). This pass rate is lower than on the second quarter benchmark, and is attributable primarily to the greater complexity of the article and the questions. As before, students had to write a paragraph on this exam.



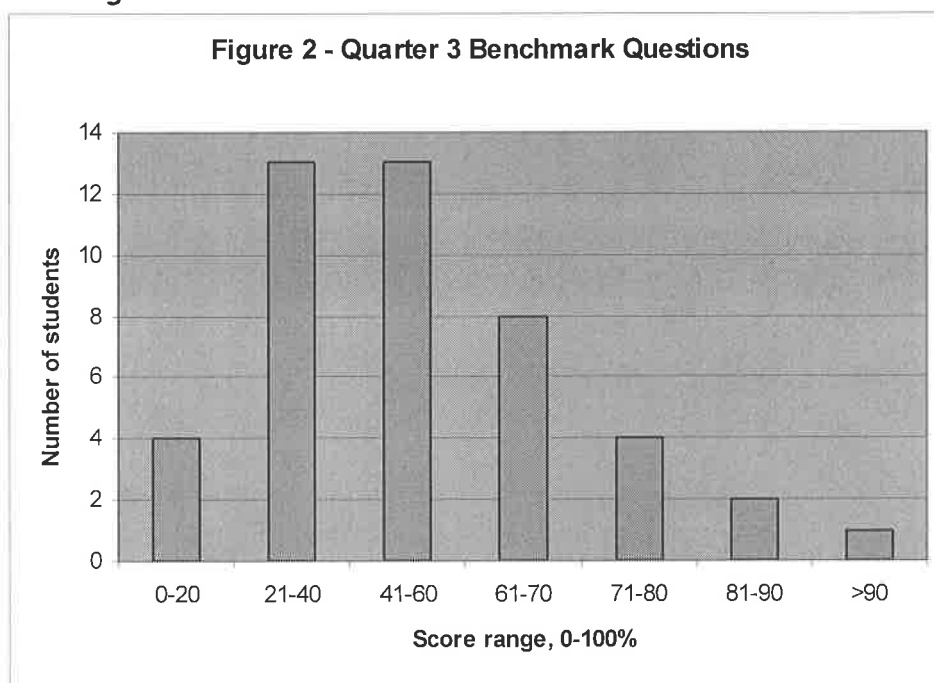
The first part of the benchmark consisted of reading the article and annotating it. This task required students to identify the main idea or claim in each paragraph (Standard RST 9-10.2) and to read science texts independently (Standard RST 9-10.10). A total of 38 students scored 70% or higher on the 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 "fallow", "belch", "consumption", and "subsiding".

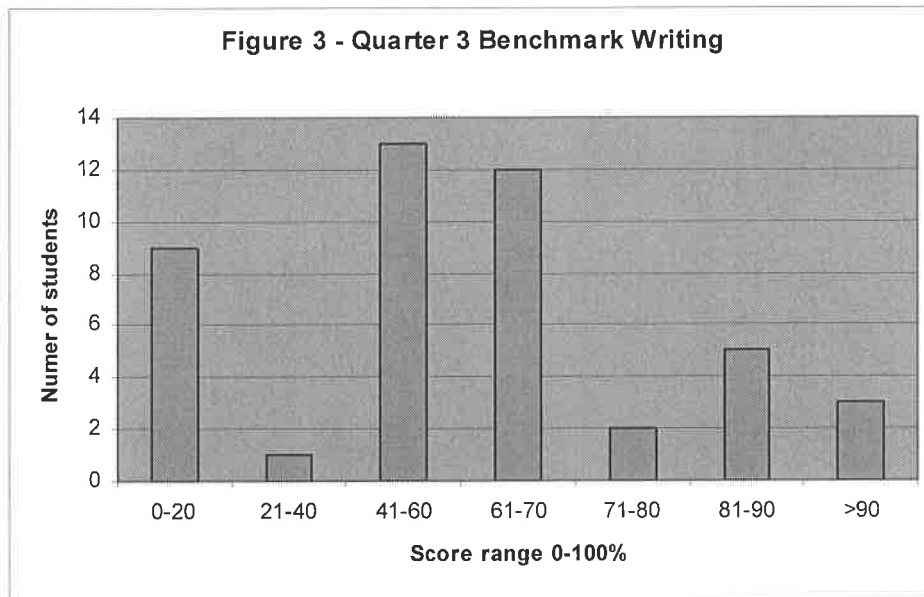
While Standard RST 9-10.4 focuses on specific scientific words, our department concluded that emphasizing academic language was more important for overall development of students. The vocabulary was graded more rigorously than on the last

benchmark because we required that the definitions were correct for the context in which the word was used. For example, "belch" in the article referred to a drilling truck spewing out a burst of smoky exhaust and not the expulsion of gas from our mouths. Of the 45 students that took this test, 38 students scored 70% or higher on this task and almost half of the class scored over 90% meaning that they correctly identified the definition as the word was used in the article.

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 did not do well on the questions, with only 15 of the 45 students scoring 70% or higher (Figure 2). Our department is discussing whether the article and questions may be too difficult for the level of our students. Students struggled with recall questions in which all they had to do was find the relevant passage in the article to help them with their answers. While we have done at least 4 additional close read exercises since the 2nd quarter benchmark, performance on this exam dropped for all categories.



One area in which students improved was in citing evidence for their answers. Because students were specifically prompted for the line and paragraph on which the answer was based, they may not have internalized the necessity for citations yet. Unlike the last benchmark, students did appear to read the questions more carefully but still had trouble identifying the relevant passages from the article.



The final part of the exam was writing a paragraph explaining why it was necessary for California to develop local agencies to manage the shared resource of ground water and to support this explanation with evidence from the article (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 answers (WHST 9-10.9). While there was a slight improvement in the number of students who scored over 70% (10 out of 45 students in this benchmark compared to only 8 out of 47 in the last exam), 9 students elected not to write at all (Figure 3). However, the score range in Figure 3 of 61-70% consists wholly of students who scored 70% on the paragraph. Overall then, students did a much better job on the paragraph than in the second quarter. We have had additional writing assignments in class in the last 3 months, and paragraph construction has been stressed.

A note on Illuminate: This report is tardy because I attempted to analyze the results in Illuminate. This was a very frustrating exercise with a largely useless Help Center because the program is, once again, structured mainly for multiple choice tests and not constructed responses. After an hour of attempting to scan results into the database, I happened on right button buried in a submenu of a submenu (the only advice the Help Center gave was to use a document camera, which I don't have). Another 2 hours of digging through arcane report types led me to the conclusion that I would need to export the data to an Excel spreadsheet and do my own analysis. I realize that there is a learning curve with every new program, but that learning curve is usually accompanied with instructional resources - something that is sorely lacking in Illuminate.

Benchmark Analysis for chemistry, Q3 2018

Topics from the 3rd quarter focused on the following topics

NGSS

HS-PS1 Matter and its Interactions

HS-PS3 Energy

HS.Structure and Properties of Matter

3/14 Gases, Solids & Liquids
(Ch 13 and 14)
Intermolecular forces

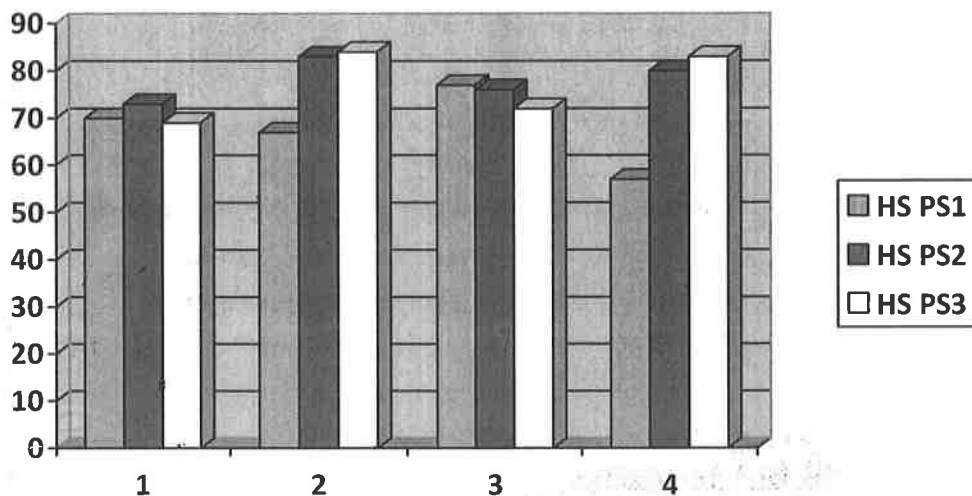
Preparation and properties of
hydrogen
Charles's Law
Determining the value of gas constant
Boyles Law
Preparing a cooling curve
Heat of fusion
Fish kill Lab (inquiry based investigation)

The 3rd quarter benchmark test in Chemistry was given early in order to coincide with the completion of the unit on the gas laws. The benchmark consisted of 18 multiple choice questions, and 5 NGSS style free response questions. An NGSS modified essay type of question was given over a period of three days. This assessment had students interpret data from a hypothetical fish kill that occurred on the Owens River. Students had to apply their understanding of gas solubility, and the gas laws, to make data driven conclusions on what killed the fish.

Scores ranged from 82- 96% among the four sections of chemistry. This was partly due to the fact that I gave continual feed-back as the students worked through each section. My instruction this year has specifically emphasized the importance of interpreting data and analyzing this data graphically. As I graded the students responses to their interpretation of the "fish-kill" data; i requested that all meaningful conclusions need to be data supported. For example if the fish kill occurred on a particular day at a given time; what were the oxygen saturation levels from their data?

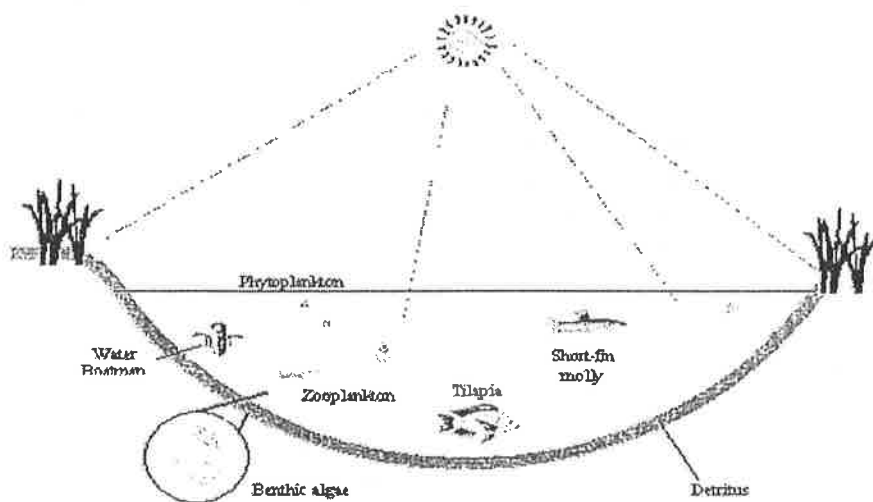
The questions that require student to write down variables and apply the correct gas law were answered with 70%, 73%, 71% and 75% respectively, across the four periods of chemistry. These questions required an application and understanding of the appropriate gas law. Students when questioned about the difficulty of these question repeated that they were confused on which gas law to apply? I suspect that extra time reviewing these types of question will result in more student success.

Chart comparing success on the performance expectation across the 4 periods of chemistry.



All the gas laws require the units for temperature to be expressed in kelvin. This is emphasized throughout the 6 week unit, however this is often forgotten. Question number three was answered with a 81% success rate which reflects that fact its low on the DOK scale and easily remembered.

The NGSS style questions that required a constructed response were completed with a 69 %success rate. This is an improvement from 2016 - 2017. (63%) The students were given a sheet of paper that listed the gas laws and important constants. The challenge was applying the appropriate gas law to the problem and the correct constant. The students who struggle with algebra had difficulty. I need to factor in some time to review some basic algebra giving the students the necessary skills to be successful. The algebra skills required is not advanced, however when students are asked questions that require them to relate real world phenomena into equation form, it becomes demanding. This is a matter of exposure and practice. The more types of problems they are exposed requiring this skill, the more confident they will become. Again I will factor more time reviewing NGSS free response type of question.



You should be aware of the trends in solubility for both solids and gases in water. Dissolved oxygen gas (DO) is important to aquatic organisms. They absorb oxygen from the water just as terrestrial organism absorb it from the air. If the oxygen concentration is either too high or too low, in water or air, organisms are in trouble.

If a fish kill were to occur in the Owens River, one of the possible causes could be DO levels at the site. Your task is to process the data provided in an effort to find whether or not DO was responsible for a fish kill. Parts per million (ppm) are the standard units for measuring gas concentration in water.

Methods of Data Analysis:

You have been provided with monthly DO data for 2003 and 2004. Samples were taken from the Owens River at 9 AM on the second Monday of each month. They were collected at the Five Bridges Road crossing at a water depth of 1/2 meter. In addition, on September 15th, 2004, samples were taken from the same location every hour for a 24 hour period.

Graph 1: Plot the data provided in tables 1 and 2 on the same set of axes with the independent variable on the x-axis. Label data points with the month the sample was collected. Distinguish between the two years with different symbols or colors. An axis need not start at zero if values are in a range not near zero. Do not connect the dots but draw a "best fit" curve for each year's data.

On a separate sheet of paper explain the yearly cycles in oxygen concentration. You must reference values from your graph. Compare same months from 2003 and 2004. What does this tell you?

4 pts.

2 pts.

you should have 3 graphs
 1 full page
 2 1/2 pages
 1 page of comments
 2 calculations

Data:

Table 1 *Dissolved Oxygen (DO)* 2003

Month	Average Water Temperature (degrees C)	Average Dissolved Oxygen (ppm)
January	2	12.7
February	3	12.5
March	7	11
April	8	10.6
May	9	10.4
June	11	9.8
July	19	9.2
August	20	9.2
September	19	9.2
October	11	10.6
November	7	11
December	7	11

Table 2 *Dissolved Oxygen (DO)* 2004

Month	Average Water Temperature (degrees C)	Average Dissolved Oxygen (ppm)
January	2	12.8
February	2	12.5
March	3	12.5
April	5	11.8
May	7	11.1
June	10	10.1
July	16	9.5
August	19	9.2
September	19	9.2
October	13	10
November	9	10.5
December	7	11

Graph 1

According to the graph, the highest oxygen concentration is 12.8 ppm in January 2003 and lowest is 9.2 in July-September 2003 and August-September (2004). The oxygen concentration in 2003 decreases from January until September, and increases in October, similarly in 2004, from the data we conclude that as the temperature increases, the dissolved oxygen decreases. The average oxygen concentration in 2004 is higher than in 2003 because the average water temperature in that year is less than in 2003.

Graph 2

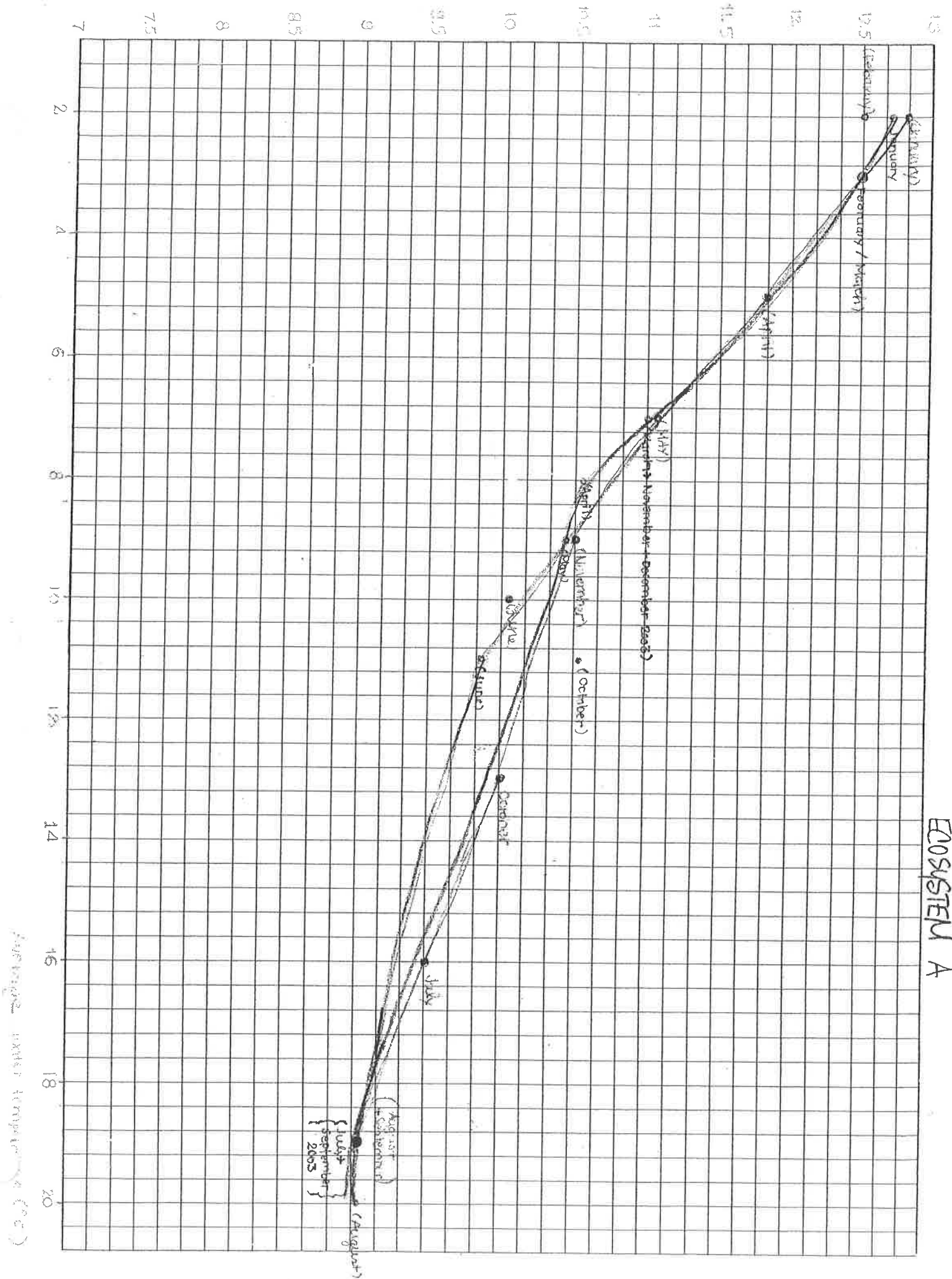
As the water temperature increases, the oxygen concentration decreases. However, these patterns on the graph is not make sense, while the water temperature goes up during a day (11 AM - 1 PM), the oxygen concentration in the year should decrease but from what we see, the oxygen concentration does goes up. This would be the result from photosynthesis of plants in water. There is more light from the sun during a day than at night, therefore the oxygen is produced more in the day.

Calculations. (Percent of Saturation)

Month.	2003	2004
January	91.37	90.14
February	89.93	88.03
March	88.00	89.93
April	86.89	84.75
May	86.67	88.8
June	86.73	87.07
July	96.84	93.14
August	98.92	96.84
September	96.84	96.84
October	93.8	92.59
November	88	88.24
December	88	88

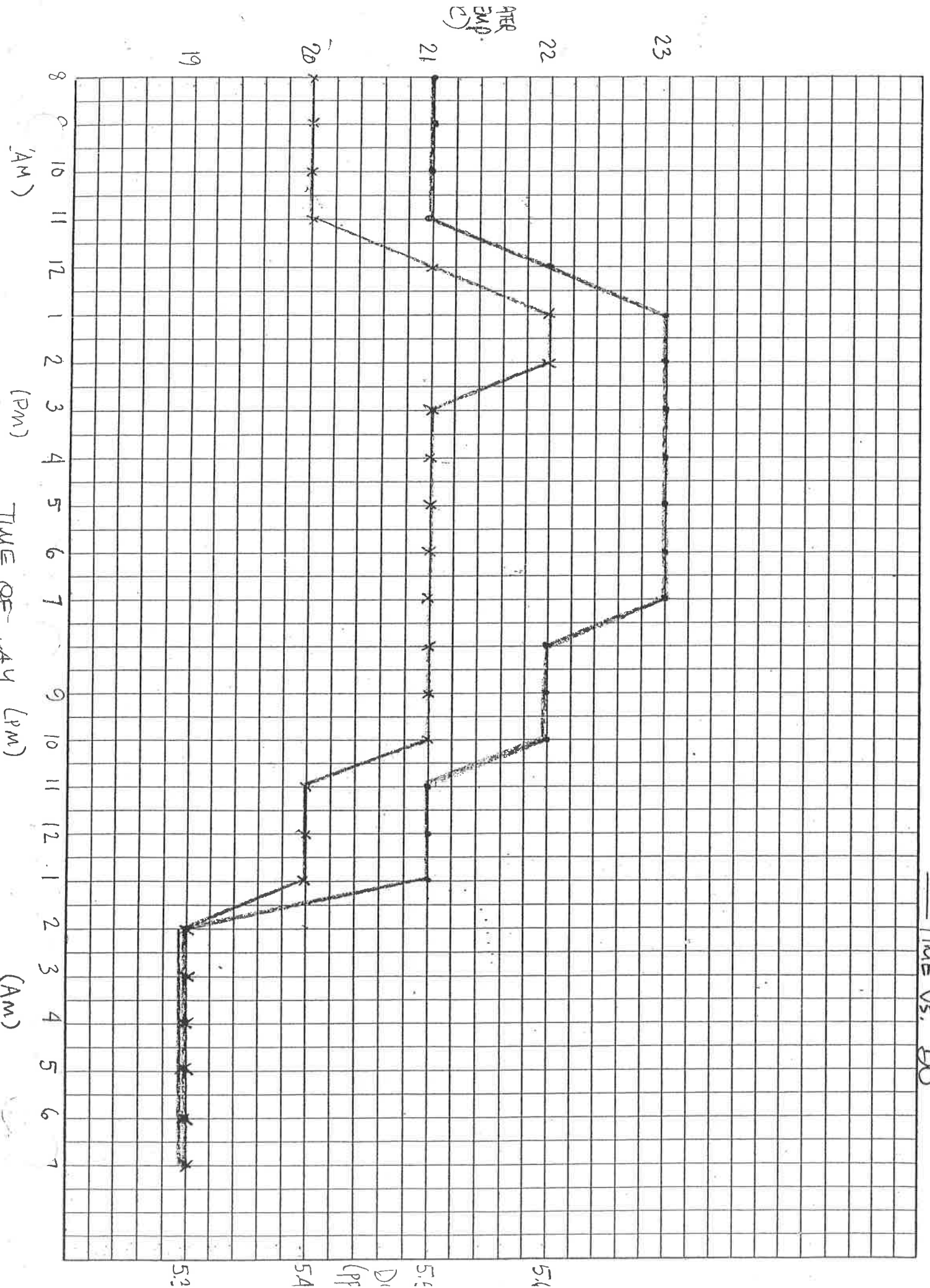
* From the table, the Percent of Saturation is important for survival of most fish species.

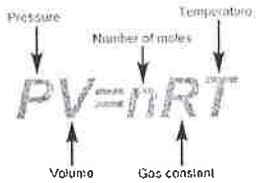
ECOSYSTEM A



ECOSYSTEM B

— TIME VS. WATER TEMP.
 — TIME VS. DO

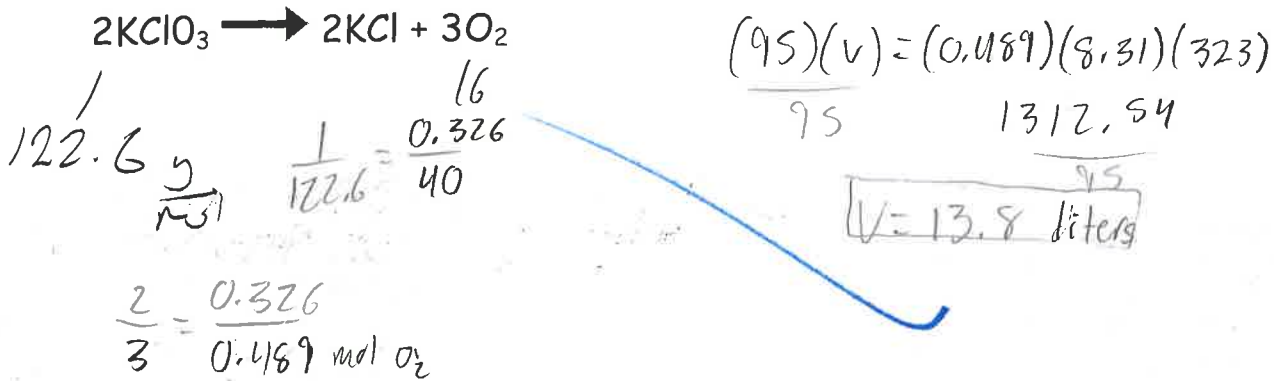




8/10

Name: _____

1] What volume of oxygen gas, measured at 50 degrees Celsius and 95.0 kpa, will be produced when 40 g of potassium chlorate is decomposed? (6pts)



2] A gas at constant temperature occupies a volume of 3.0 liters and exerts a pressure of 120kpa. What volume will the gas occupy at a pressure of 80 kpa? (2pts)

$$3 \cdot 120 = 80x$$

$$x = 4.5$$

$(120)(3) = (80)(x)$

4.5 kpa

3] A gas at 200K occupies a volume of 1.0 liter at what temp will the volume be at 393K. Assume the pressure stays constant. (2pts).

$$\frac{200}{1} = \frac{393}{x}$$

$$393 = \frac{200x}{200}$$

$V = 1.965 \text{ liters}$

Benchmark 3 Summary

Biology (2018): Mr. Rowan

Student Performance Summary

This year's Benchmark 3 (BM3) formal formative exam (attached) was taken by 22 students from my one Biology class. This four-part measurement consisted of a Department-approved, content-relevant close read/annotation and related selected and written response questions spanning several grade-appropriate Common Core Reading and Writing standards (**Table 1**). This new format, first used last quarter, 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. This quarter, a vocabulary definition and a paragraph writing component were added to the exam resulting in increased difficulty, which is reflected in the scores described below.

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

<u>Relevant Common Core Standards</u>
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 first part of the exam was worth five points.

Part 2 of the exam, worth five points, consisted of selecting and defining five vocabulary words from the annotated article. Part 3 of the exam, worth four points, consisted of four selected response questions of varying DOK levels (1-2). The last part of the exam asked students to write a paragraph, citing evidence (DOK 3), addressing a prompt related to the article.

The overall average score on this test was 70%. Students scored highest on the vocabulary (79%) and annotation (78%) parts of the exam. The average score was only 49% on the selected response questions and 68% on the paragraph writing component. These two low average scores may be the result of the fact that four of my native students did not attempt to fully annotate the article or write the paragraph at all. The lowest scores were posted by Native American and EL students. Some students refused to pick and define five unknown or unclear words from the article because “they already knew them.” Some students did not follow written and oral instructions to write their answers in complete sentences, which resulted in lower scores too. Overall scores on this test ranged widely from 10.5-94.7%. Details of student performance on individual parts of the test are summarized in **Table 2** below.

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

Annotation (Part 1)	Vocabulary (Part 2)	Selected Response (Part 3)	Written Paragraph (Part 4)	Overall Score (Parts 1-4)
78	79	*49	*68	70

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.
2. Continue to provide more time in class for repetitive reading and writing practice.
3. Continue with parent AERIES notification for tests, homework due dates, etc.
4. Continue using DOK levels 2-4 selected response, constructed-response, and performance-based questions on future formative and summative measurements.

	Annotation (5pts)	Vocab. (5 pts)	MC (4pts)	Paragraph (5 pts)	Total (19pts)	%	Notes
	4	4	4	1	4	13	68.4
	4	5	5	4	5	18	94.7 native
	3	3	3	4	3	13	68.4
	5	5	5	4	0	14	73.7 didn't write paragraph
	5	5	5	1	5	16	84.2
	5	4	4	2	5	16	84.2 EL
	5	4	4	2	5	16	84.2
	5	4	4	3	5	17	89.5
	5	4	4	3	5	17	89.5 EL
	2	4	4	0	3	9	47.4 EL
	2	4	4	2	4	12	63.2
	4	4	4	3	5	16	84.2
	4	4	4	0	2	10	52.6 native
	2	0	0	0	0	2	10.5 native/did not do vocab or paragraph
	4	5	5	2	0	11	57.9 did not do paragraph
	5	4	4	1	5	15	78.9
	4	5	5	2	4	15	78.9 IEP
	4	4	4	0	4	12	63.2
	4	1	1	4	4	13	68.4
	1	4	4	2	0	7	36.8 native, no paragraph
	5	5	5	1	5	16	84.2
	4	5	5	2	2	13	68.4
ave.	3.9	4.0	4.0	2.0	3.4	13.2	
%	78.2	79.1	79.1	48.9	68.2	69.6	
n	22						

Biology Benchmark 3 (Spring 2018)
(19 pts.)

Instructions

#1 (5 pts.): Read and thoroughly annotate the attached article (# paragraphs, underline one main idea per paragraph, write notes in the margin, and circle unknown vocabulary)

#2 (5 pts.): Please select five (5) vocabulary words from the article and define below in complete sentences. You may use your chromebook to look them up.

1.

2.

3.

4.

5.

Part C (4 pts.): Select your best answer to the article questions and record in the blank below.

1. _____

2. _____

3. _____

4. _____

We go back even further: Fossil changes story on Africa migration

By Associated Press, adapted by Newsela staff on 02.02.18

Word Count **663**

Level **1220L**



This undated photo provided by researcher Gerhard Weber shows a portion of the upper left jaw and teeth from the Misliya-1 fossil. Researchers found the jawbone in an Israeli cave, indicating that modern humans left Africa as much as 100,000 years earlier than previously thought. Photo by: Gerhard Weber/University of Vienna via AP

A fossil found in Israel indicates modern humans may have left Africa as much as 100,000 years earlier than previously thought.

Scientists say that an ancient upper jawbone and associated stone tools could also mean that *Homo sapiens* — scientists' name for modern humans — arose in Africa far earlier than fossils now show. It may change the understanding of how we evolved and interacted with now-extinct cousin species. One example of a cousin species, Neanderthals, lived in Europe and Asia tens of thousands of years ago but went extinct. They looked like humans do today but shorter and stockier to survive cold climates.

Do We Go Back 500,000 Years?

Hershkovitz said the ages of the jaw and the tools suggest our species had left Africa 200,000 years ago or earlier. And that, he said, suggests we may have appeared in Africa as long as 500,000 years ago. The oldest known fossils of our species are about 300,000 years old.

Weinstein-Evron and Hershkovitz insist those tools could only have been made by Homo sapiens.

But Delson and two other experts not connected to the study disagreed, saying the tools may have been made by Neanderthals or another of our evolutionary cousins.

There is "very solid data" that Neanderthals used the same type of tools about 290,000 years ago in western Europe, and that species was around western Europe from 400,000 years ago until about 40,000 years ago, said Paola Villa of the University of Colorado Museum of Natural History.

- 3 Why did the author conclude the article by discussing Neanderthals?
- (A) to indicate that the author does not believe that early humans were responsible for the tools found in the cave
 - (B) to suggest that there may soon be more information about the Neanderthals' link to the tools found in the cave
 - (C) to show that the link between the early human fossils and the tools is still a theory at this point
 - (D) to imply that the author believes the researchers connected with this study are biased
- 4 Which of the following BEST summarizes how the discovery of the jawbone and flint tools in the Misliya cave affected scientists' understanding of human evolution and migration?
- (A) The findings led scientists to believe that humans were more industrious hundreds of thousands of years ago than humans are today.
 - (B) The findings led scientists to believe that humans migrated from Africa earlier than previously believed and at multiple points in history.
 - (C) The findings led scientists to believe that the first humans originated in Israel and then migrated to Africa to escape the Neanderthals.
 - (D) The findings led scientists to believe that humans overpowered the Neanderthals with stone tools, causing them to die out.

Yolken Earth Science Benchmark Summary Third Quarter 2018

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 second attempt. The Benchmark was a Close Reading Assignment about The California Drought.. 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. 90% of my students got 5 out of 5 possible points for Annotation. That's 90% that were very successful at Annotation. However, 10% of my students only got 1 out of 5 points. 100% of my students were perfect at defining non-science vocabulary that was important to understanding the article. None of my students were perfect at summarizing the concepts and citing the evidence, but 30% got 9 out of 9 points, 50 % got 8 out of 9 points, 10% got 7 out of 9 points and 10% got 4 out of 9 points. At least no one got less than 4 out of 9 points. For the final writing component, 80% of my students got 10 out of 10 points, 10% got 5 out of 10 points, and 10% of my students got 0 out of 10 points for not doing this part of the assignment. I still had a significant number of students who hate Close Reading so much that they are taking zeros on the entire assignment rather than do it. This of course skews the data as the resulting sample size is small.

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.

Yolken Benchmark Summary
Biology Third Quarter 2018

The assessment consisted of 20 multiple choice questions covering the old state standards that we focused on third quarter. The questions covered some genetics, evolution, and ecology topics. The breakdown was as follows : 4% of the students scored 100%, 11% scored 95%, 11% got 90%. That's a total of 26% of students who scored Well Above Average. 7% scored 85% and 13% scored 80%. That's 20% who scored Above Average. 10% scored 75% and 10% scored 70%. That's 20% who scored Average. 6% scored 65%, 3% scored 60%. That's 9% who scored Below Average. 3% scored 55%, and 9% scored 50%. That's 12% who scored Far Below Basic.

Overall, the students with good grades at the Quarter did better on the benchmark, and the students with poor grades at the Quarter did poorer on the benchmark. With few exceptions, students do not retain that much specific information unless they were studying, and on purpose this benchmark was given on material that they hadn't seen or studied in some time. It was unannounced so they could not prepare for it. We wanted to see how much they actually retain over time without preparing. 46% did Above or Well Above Average. That was impressive considering they hadn't prepared.

There were also additional questions more aligned to the Next Generation Science Standards. These questions pertained to understanding and analyzing and making conclusions about data and a passage explaining how the data was generated. This was from NGSS Standards HS-LS2-1,2,6,7. My students were very successful with them. On question 1 they scored 99%. On question 2 they scored 87%. On question 3 they scored 96%. These questions involved understanding why predators were introduced to an island, understanding how predator deaths affected carrying capacity for deer, and making conclusions about carrying capacity.

The Science Department is in the process of switching over to a new type of benchmark involving Close Reading Assignments. These will be used as a benchmark to compare with future years. I will not be here for future years so I did not do this, rather I gave the same benchmark I used last year.

BENCHMARK ANALYSIS FOR GOVERNMENT, QUARTER 3, 2018

CORINNE QUINTANA

1. *Description of the assessment:*

The Government Quarter 3 Benchmark is a newly created comprehensive exam comprised of 35 multiple choice questions, a reading passage, and a short response question. The questions all come from the Illuminated Test Bank and cover the following California State Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. (8 questions)

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. (9 questions)

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. (1 question)

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. (1 question)

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. (5 questions)

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. (1 question)

2. *Summary of Results:*

Class average scores

1st period = 68%

4th period = 79%

6th period = 74%

7th period = 77%

Averages by demographic:

Special Education = 50%

English Learner = 50%

Redesignated = 56%

Hispanic = 61%

Native American = 62%

3. ***Analysis:***

Average student scores were in the mid to high seventy percent range for most classes, with the glaring exception of 1st Period. While I would prefer to see an average in the eighties (as was set as an appropriate goal by EDI), this is a brand new exam format with questions from a new source. Overall, students from disadvantaged groups performed far worse than their white, native English speaking peers. This was quite disappointing for me, and an eye opening moment. These disadvantaged groups are not being provided with the tools necessary to be successful in my class. I cannot drastically improve their reading skills or change their home lives, but I can utilize additional strategies for their benefit.

I also must note that this was a brand new test with multiple choice questions solely coming from the Illuminate test bank. Several students expressed confusion due to the wording of the questions. Prior to this, they have only answered questions from their textbook publisher or that were teacher generated. There is definitely a clear difference in the way the questions are phrased that resulted in some lower test scores. Additionally, the test bank contains hundreds of questions, but all focusing on very narrow topics. For this test, seven questions were on identifying amendments from the Bill of Rights, even though this is a small unit of study in the course. I literally struggled to find 35 questions that were not almost identical to one another. Hopefully for the final this will be easier as the students will have covered more material. Lastly, the passage for this exam was the Declaration of Independence. My students have not been required to read the document in its entirety and many do not have the reading skills necessary to do so independently. Two of the five most missed questions on the exam were based upon the successful reading of the passage.

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

- Use of Cornell Notes: After the AVID note taking training last month, I decided to require students to use Cornell notes for the current unit in hopes of increasing retention due to repeated exposure and meaningful review. This also is a tool that all students should have for their future endeavors.
- Exposure to Questions: For the remaining chapter and unit tests I will add questions from the Illuminate item bank in order to increase students' exposure to the wording and style prior to their final benchmark exam.

- Close Reading: For the next exam, I intend to have students perform a close read of the document that will be used so that they will have the ability to decode on their own during the exam. This will especially support my SDC and EL students.
- EDI: I recently purchased a class set of whiteboards that I will use for frequent review. While other tools exist and will be utilized still, the whiteboards allow me to quickly check for understanding and force every student to participate in classroom activities.

BENCHMARK ANALYSIS FOR U.S. HISTORY
QUARTER 3, 2018
Karyn Helfrich Holland

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

My four (4) U.S. History classes took our department's new benchmark exam (created using the Illuminate program) on the end of WWI, the 1920s, the Great Depression, and the New Deal (Chapters 7-10 in our new e-textbook). This period covers the third quarter focus of post-WWI to pre-WWII. There were thirty-five (35) multiple choice questions (including three questions tied to reading passages) and a short answer question (the same question I have given over the last few years). This exam assessed students' knowledge of the following California State Standards:

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

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

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

1st period average = 72.85%

2nd period average = 73.97%

6th period average = 73.92%

7th period average = 69.21%

These averages combine the scores of both the multiple choice section and the written short answer section.

3. ***Analysis:***

As I typically see for my 3rd Quarter Benchmark exam, students performed well on the short answer section, but struggled with the multiple-choice questions. Students scored typically 10-15% percentage points higher on the written section compared to the multiple choice section. This is a significant "gap" in scores that could be explained by the students' overall confusion with the Illuminate questions and wording (even academic vocabulary) used in the questions. Students wrote excellent to average supporting detail on the short answer question re: problems of the Great Depression

and analysis of how programs of the New Deal helped to solve those problems. This is most likely due to the fact that students watched and answered questions on part of a documentary re: suffering during the Depression (including interviews with men and women who rode the rails). Students analyzed large black and white photographs of the Great Depression, sang songs about the Depression, and read letters from farmers who fled the Dust Bowl. As an introduction to the New Deal, students completed a Close Reading analysis of FDR's 1st inaugural speech ("We have nothing to fear but fear itself") which outlines the president's plan to solve the Great Depression. They completed graphic organizers on New Deal programs and presented Google Slide group presentations on different New Deal programs and agencies. Although the New Deal can be a confusing "maze" of acronyms or an "alphabet soup" of programs, they proved they remembered what some were and how they worked.

The passage I selected for two multiple choice questions was an excerpt of FDR's 1st inaugural speech (see above). Students were all familiar with the text because of the Close Read, so analyzing its meaning was not too challenging.

The multiple choice questions posed significant challenges to most of my students. Only 21.1% mastered the test. The highest performing subgroups were White students (71.6%) and English Only speakers (69%). The lowest performing students were English Learners (42.3%) and Special Ed students (54.3%).

The most challenging standard was 11.5.2:

Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

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 Final Exam. They also have the opportunity to come in before school, during Homeroom, at lunch, or after school to review their Benchmark exams with me.

I will need to reteach information for CA State Standard 11.5 (1920s), as I believe this older material merits more review.

I will have to use sample questions from Illuminate to review with my students in the future. The scores are much lower than previous years and, as anecdotal evidence, students told me after the exam that they sometimes did not understand what the question was asking. This is especially significant for my English Learners and Special Ed students who become frequently frustrated while taking multiple choice tests.

I will continue to use EDI strategies while teaching (especially random calling and pair-share activities), as well as Close Reading of important historical texts.

BENCHMARK ANALYSIS FOR U.S. HISTORY, Q3

Sasha Greene

California State Social Studies Standards Covered in Assessment

10.4 *Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.*

10.5 *Students analyze the causes and course of the First World War.*

10.6 *Students analyze the effects of the First World War.*

10.7 *Students analyze the rise of totalitarian governments after World War I.*

10.8 *Students analyze the causes and consequences of World War II.*

1. *Description of the assessment:*

Students took a benchmark that covered World War one, the Time Between the Wars and The First Part of WW2. The assessment was 35 multiple choice questions taken from the Illuminate data bank, and two short answer questions Students had 1 day of review and 8 weeks of instruction.

2. *Summary of Results:*

On this test, the average correct overall was an 86.3%. 76.7 % of students mastered the assessment, and 23.3 %did not master. 45 students(43.7%) placed in the advanced section. Of those who did not master, 11.7%(12 students) fell in the basic 70% category . The Lowest two groups of learners were ELL and SPED students.

Analysis:

Overall I am pleased with the student's performance on this assessment, especially considering the type of questions, the difficulty level of questions which they received, and the combinations of eras. This being said, they performed lower than I would like, and, I will continue to try to lower the number of students in basic and below by the end of the semester. Upon reflection, I am sure this is due in part to the advanced wording of the questions, and the pacing of the curriculum. THIS benchmark was also given mid unit, when students were not as prepared for a test as

they could have been. The higher the difficulty the questions, the more the students missed them. I noticed that some of my English Language learners, my hispanic students, and my special education students scored below mastery on this exam. This leads to a need for greater accessibility of curriculum and perhaps a different variety of questions. One of the questions included performed at a low 42.7 percent. This questions was worded in a fairly confusing manner. I believe that more focus on academic language will help with this question in the future. I look forward to giving this same benchmark next year to compare yearly results.

3. Plan to address weaknesses/intervention:.

First and foremost, I plan on finding techniques to raise the basic and below students up, while encouraging the rest to continue mastery. I would like to continue to re-implement retakes of my tests with mandatory one on one test correction. I plan to continue the use of small assessments more frequently, and encourage more random participation from all students, in our note taking, projects and discussion. I also plan to continue to pair some of these students with students who have mastered the information, close read as a class even more, and focus not only on vocabulary, but proper context and use. I would like to find better ways to modify the large amount of complicated content for Ell and special education students. I will implement more small and easily understandable assignments and modified readings to allow better access to material, or add more organizational material to better master the information. 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 integrate the academic language of the questions into my instruction, and have a greater variety in the difficulty level of the questions.

Auto and Small Engines

Fourth Quarter Benchmark

Unit Title:	Introduction to Electrical Systems and Fundamentals
What will students learn?	Students will learn how a complete circuit works in an automobile. Knowing and understanding how electrical works in a vehicle. Power, Loads, and Ground. Knowing the difference of an open and closed circuit. Students will receive lecture as well as hands on putting a circuit together. Starting with basic circuits to making series circuits as well as parralell circuits. Students should be able to explain the principles of electricity and electronics. Name the values used to measure electricity. List the basic types of circuits. Explain the effects of magnitism. And explain the construction on an integrated circuit.
Assessment	Formative: Instructor will walk around, ask questions to check for understanding and provide immediate feedback. Pre-test, post-test, handouts on video demonstrations. As well as hands on demonstrations and lessons
Results	Introduction to electrical systems quiz average of 78%
Strategies to Address Areas of Weakness	Increase low quiz scores by correcting what questions they missed. Additional activities to reinforce subject. Completion of notebook to be used on Unit Test. Go over worksheets for understanding.

Unit Title:	Introduction to Computer systems. OBD 2
What will students learn?	Students will receive lecture on Powertrain Control Modules and how they work with other modules in a vehicle. Students should be able to explain why computers are used in modern vehicles. Describe computer control system and diagnosis. Describe the major components of an on board computer. Identify and describe computer input sensors. And Identify and describe computer output devices.
Assessment	Formative: Instructor will walk around, ask questions to check for understanding and provide immediate feedback. Pre-test, post-test, handouts on video demonstrations. As well as hands on demonstrations and lessons
Results	Students worked in groups to make a presentation picking any 2000 or newer vehicle and present it to the class how that OBD2 system works. Results averaged 88%. A quiz taken after resulted in an average of 75%. Next year will be better with added equipment and more hands on expereince

**Strategies to Address
Areas of Weakness**

Increase low quiz scores by correcting what questions they missed. Additional activities to reinforce subject. Completion of notebook to be used on Unit Test. Go over worksheets for understanding.

Biology Benchmark 4 Report: 2017

(Instructor: Don E. Rowan)

Test Description

This year's Biology Benchmark 4 (BM4) formal formative assessment was given in two parts. The first section consisted of 20 selected-response questions, covering CST Biology standards 9 & 10, which covered topics in human physiology. The second section was a four-part NGSS-aligned question of varying DOK level (NGSS HS-LS1-1. Disciplinary Core Idea LS1.A). The exam was taken by 47 students (Grades 9-12) from two class periods.

Student Performance Summary

Multiple Choice Section

Student scores on the 20 CST questions ranged from 40-100% correct, with an average score of 81.3% (Avg. = 75% in 2016). The median score for all classes was 90%. About 79% of students (71% in 2016) scored at or above BASED target levels. The lowest scores continue to be posted by EL, Native American, and students repeating biology.

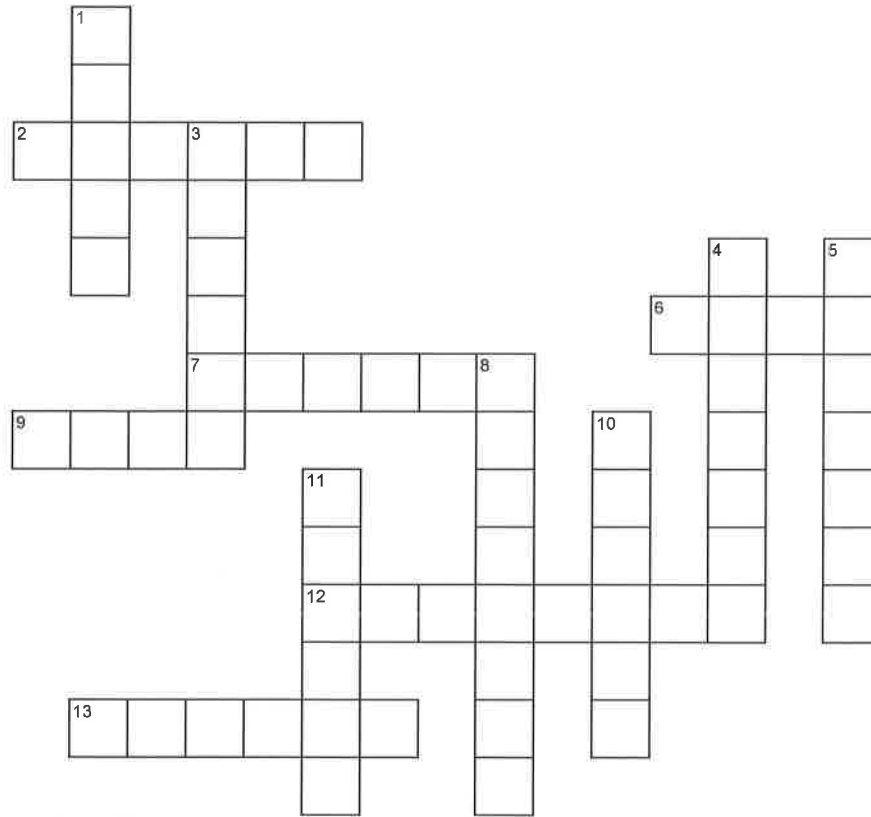
The most frequently missed questions were #6, #7 and #18. They were correctly answered by students, on average, 61.7 (50.3 in 2016), 21.3 (16.2 in 2016), and 59.6% (43.2 in 2016), respectively. Two of these questions (#6, #7) focused on functions of the circulatory system, and the third on digestion. Questions #6 and #7 were commonly missed last year too. This year, however, students showed improvement on these questions. Last year, one of the most frequently missed questions was on immunity. This year, students scored well on all immune system-related questions with an average of 85.5% (2016 Ave. =74.3%).

Though I observed an improvement since the 2016 test, I believe the main reason explaining the low scores on questions 6 & 7 continues to be students confusing the definitions and relationship between the terms "transport" and "circulation". The question was clearly stated and their results surprising. Closer attention will be placed on such relationships and a continued focus on academic vocabulary will be made next year, or the question will be modified. Question #18 was clear, suggesting that students had issues with recalling the information.

NGSS Question Section

Student scores on the four-part, varying DOK level NGSS question ranged from 0-100%, averaging 65% (median = 75.0% for both 2016 and 2017). The relationship between increasing DOK level and median student score was weak to nonexistent. All sections required students to describe, explain, or draw in some form in their short answers. The first two questions required students to provide an example and explain a mechanism. The second question proved difficult as students struggled connecting sweating with evaporative cooling. The third part was more difficult, asking students to draw a conceptual model of negative feedback. Student-generated models contained some irrelevant information provided in the given model example. Five (11%) of students did not attempt to answer question #3 (17% in 2016). The last question prompted students to describe and discuss applications of a concept (negative feedback or lack thereof) to

Ag Mech B final 1



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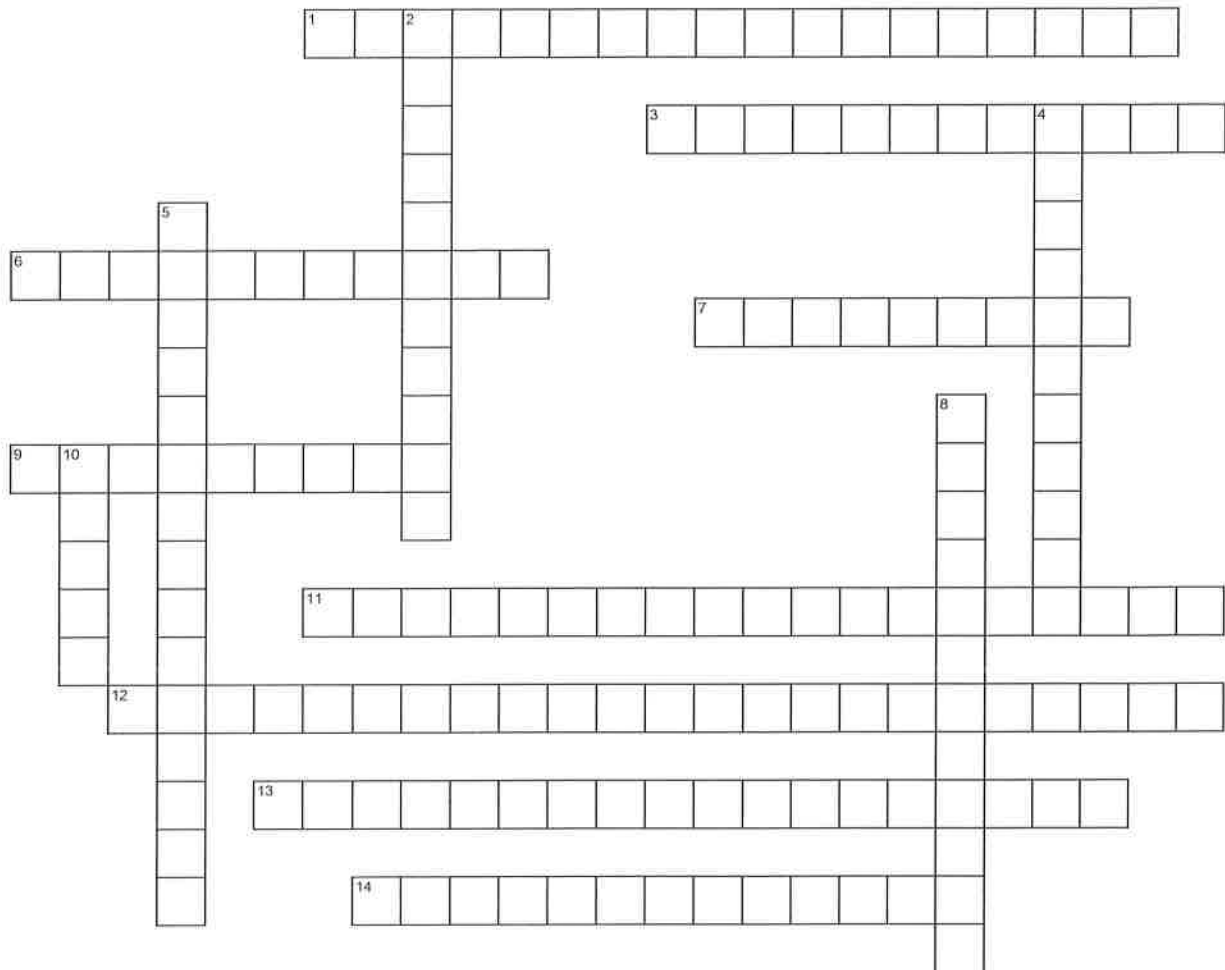
ACROSS

- 2 This tool can cut straight or wavy lines
- 6 Joint can be made anywhere but the edge
- 7 Joint only at edge or end of wood
- 9 type of wood that was used for most of the projects
- 12 This saw can only crosscut wood and is stationary
- 13 This machine uses a tool that can be used to decorate edges of wood can be portable or stationary

DOWN

- 1 This tool cuts holes in wood
- 3 hand tool that measures and squares wood
- 4 Name of saw with rigid back
- 5 This project used both rabbets and dados
- 8 This saw can only rip wood and is stationary
- 10 Hand tool with one sharp edge
- 11 Tool that drives nails into wood

Ag Mech A Final 2



www.CrosswordWeaver.com

ACROSS

- 1 GMAW
- 3 We used this to cut metal
- 6 flux core welding that does not use a gas
- 7 Wirefeed that does not have a flux on it
- 9 Flammable gas used in gas welding
- 11 OAW
- 12 SMAW
- 13 FCAW
- 14 First electrode you welded with in arc welding

DOWN

- 2 Electrode that requires a whip and pause movement
- 4 Flux core welding that requires a gas
- 5 Third electrode used in class
- 8 Type of oxywelding where the filler metal melts at low temp using a 0 or 00 tip
- 10 Gas we used for wire feed



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About the Certification

The **Fundamentals of Animal Science Certification** endorsed by **Elanco** provides

- **Understand common terminology** associated with cattle, sheep, goats, swine and poultry.
- **Identify and compare the external anatomy** of various livestock species.
- **Understand** the basic nutritional needs and digestive requirements for **ruminant** and **non-ruminant animals**.
- **Analyze** the aspects of a **successful breeding program**, including choosing and weighing traits, determining measurements and selecting parents.
- **Explore** the processes of **reproductive technologies**, including artificial insemination, embryo transfer and cloning.
- **Identify** symptoms of **common animal diseases** and parasites, and understand treatment and prevention measures for each.
- **Understand** common **management practices** for various species, including housing, reproduction, nutrition and health management.
- **Understand** the **harvesting process** of various livestock species, and explore federal and state meat inspection standards.

Certification Lessons

1: The Livestock Industry

10: Parasites of Livestock

**Fundamentals of
Animal Science
Certification**

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Certification

Plant Science
Certification

Principles of Floral
Design Certification

Principles of
Livestock Selection
& Evaluation
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Elanco Fundamentals of Animal Science Certification Review

Directions:

Answer the following questions.

1. Which of the following is a management approach in which supply chains are united through a single owner?
 - A. Horizontal integration
 - B. Vertical integration
 - C. Fixed integration
 - D. Lateral integration

2. What is the correct term for a castrated bull?
 - A. Steer
 - B. Heifer
 - C. Wether
 - D. Barrow

3. What should newborn mammals consume immediately after birth?
 - A. Water
 - B. Feed
 - C. Colostrum
 - D. Vitamin supplement

4. Vibrissae is the scientific term for which of the following?
 - A. Skin
 - B. Tail
 - C. Hooves
 - D. Whiskers

5. Which of the following species is NOT considered an ungulate?
 - A. Horse
 - B. Chicken
 - C. Swine
 - D. Cattle

Elanco Fundamentals of Animal Science Certification Review

11. Controlled Intravaginal Drug Release (CIDRs) devices release which of the following hormones in the bloodstreams of the females in an effort to synchronize estrus?
 - A. Progesterone
 - B. Estrogen
 - C. Testosterone
 - D. Luteinizing hormone

12. Diarrhea, straining, loss of appetite and fever are symptoms common with which of the following diseases?
 - A. Haemonchus contortus
 - B. Coccidiosis
 - C. Milk fever
 - D. White muscle disease

13. Which of the following parasites are also called blood worms?
 - A. Strongyles
 - B. Screwworms
 - C. Ascarids
 - D. Pinworms

14. Which of the following procedures uses a burdizzo?
 - A. Castration
 - B. Dehorning
 - C. Docking
 - D. Lancing an abscess

15. Which of the following is a side effect of docking a lamb's tail too short?
 - A. Lameness
 - B. Ricketts
 - C. Rectal prolapse
 - D. Diarrhea

Elanco Fundamentals of Animal Science Certification Review

21. Which of the following is NOT a typical identification method for livestock animals?
- A. Freeze branding
 - B. GPS tracking
 - C. Tattooing
 - D. Ear notching
22. In freeze branding, the branding iron is chilled with which of the following?
- A. Ice water
 - B. Liquid nitrogen
 - C. Frozen salt
 - D. Cooling compound
23. Toe-punching is an identification method used for which of the following species?
- A. Horse
 - B. Chicken
 - C. Cattle
 - D. Swine
24. What is the primary determination of beef quality grades?
- A. Marbling
 - B. Firmness
 - C. Color of lean
 - D. Maturity
25. The Humane Slaughter Act of 1958 excludes which of the following?
- A. Cattle
 - B. Poultry
 - C. Swine
 - D. Sheep

Printed: 6/9/17

Buffington, Mr.
ROP Ag Science4 - Period 7

Bishop Union High School
Average: 87.21%

Student Name:	ID:	Grade	%	Points	Assignment	lab	Project	record book	work habits
					P: 45.00 Weighting: 0.25	P: 15.00 Weighting: 0	P: 25.00 Weighting: 0	P: 25.00 Weighting: 0.1	P: 107.00 Weighting: 0.55
Baiano, Kira	11142	B	85.44%	167.00 / 192.00	39.00/45.00 = 86.67%	15.00/15.00 = 100.00%		25.00/25.00 = 100.00%	88.00/107.00 = 82.24%
Boxley, Kailyn	11275	A-	91.59%	146.00 / 152.00	4.00/5.00 = 80.00%	15.00/15.00 = 100.00%		25.00/25.00 = 100.00%	102.00/107.00 = 95.33%
DeRousseau, Danielle	11079	A+	99.43%	191.00 / 192.00	45.00/45.00 = 100.00%	15.00/15.00 = 100.00%		25.00/25.00 = 100.00%	106.00/107.00 = 99.07%
Garcia, Gage	600891	B	83.16%	142.00 / 167.00	30.00/45.00 = 66.67%	15.00/15.00 = 100.00%			97.00/107.00 = 90.65%
Roberts, Owen	600900	C+	78.29%	156.00 / 192.00	20.00/45.00 = 44.44%	15.00/15.00 = 100.00%		25.00/25.00 = 100.00%	96.00/107.00 = 89.72%
Simpson, Hannah	12046	A	95.43%	209.00 / 217.00	45.00/45.00 = 100.00%	15.00/15.00 = 100.00%	25.00/25.00 = 100.00%	25.00/25.00 = 100.00%	99.00/107.00 = 92.52%
Tetrick, Peyton	11129	B+	87.68%	196.00 / 217.00	38.00/45.00 = 84.44%	15.00/15.00 = 100.00%	25.00/25.00 = 100.00%	25.00/25.00 = 100.00%	93.00/107.00 = 86.92%
Waasdorp, Hannah	600904	C	76.67%	172.00 / 207.00	20.00/35.00 = 57.14%	15.00/15.00 = 100.00%	25.00/25.00 = 100.00%	25.00/25.00 = 100.00%	87.00/107.00 = 81.31%

Buffington, Mr.
ROP Ag Science4 - Period 7

Bishop Union High School
Average: 87.21%

Student Name:	ID:	work habits P: 5 Ave: 85.00% D: 4/14/17	cattle lab/ P: 15 Ave: 100.00% D: 4/10/17	work habits P: 5 Ave: 90.00% D: 4/7/17	work habits P: 5 Ave: 95.00% D: 3/31/17	work habits P: 5 Ave: 85.00% D: 3/24/17	l cev swine P: 10 Ave: 64.29% D: 3/16/17	work habits P: 4 Ave: 96.88% D: 3/10/17	work habits P: 5 Ave: 90.00% D: 3/14/17	work habits P: 4 Ave: 81.25% D: 2/24/17
Baiano, Kira	11142	4	15	4	4	4	5	3	4	3
Boxley, Kailyn	11275	4	15	5	5	5	e	4	5	4
DeRousseau, Danielle	11079	5	15	5	5	5	10	4	5	4
Garcia, Gage	600891	5	15	4	5	5	5	4	4	3
Roberts, Owen	600900	5	15	5	4	4	5	4	5	3
Simpson, Hannah	12046	5	15	4	5	4	10	4	4	3
Tetrick, Peyton	11129	3	15	5	5	4	5	4	4	3
Waasdorp, Hannah	600904	3	15	4	5	3	5	4	5	3

Agriculture Benchmark

Unit Title:	semester benchmark
What will students learn?	formative assessment of basic agriculture,
Assessment	semester test see below
Results	students passed with 85%
Strategies to Address Areas of Weakness	review better, use different strategies, online video, strengthen powerpoints and make students take notebooks to farm when we are doing hands on reviewing

NAME _____

1. The name of the act that started vocational education was the _____ act.
2. What Year was FFA founded on a national Level?
1. Who Was the First National FFA Advisor?
- 2.
- 3.

1. What are the FFA colors?
1. Who was the First national FFA president?
1. What year did FFA start in Bishop?
1. Who wrote the FFA Creed?
1. Who is the Bishop FFA chapter president?
1. What is your favorite paragraph of the creed and why (explain how it relates to you)?
1. What type of digestive system does a cow have?
1. Name another animal besides a cow that has a ruminant digestive system?
1. What type of digestive system does a pig have?
1. Name 10 crops grown in California?
1. Name two Agricultural commodities grown in Inyo County?
1. What is the definition of Agriculture?
1. what digestive system does a horse have and how does it differ from a cow?
1. Why do the sows need to go into the farrowing house before they have their babies
1. Why do we have the Burro (laney) at the farm?
1. Name the 4 compartments in the cows stomach?
1. When is the first sow due at the school farm
2. Fill in the following table

	castrated male	Uncastrated male	Young female	Mature female
Sheep				
Cattle				
pig				

Fashion Design
 First Quarter Benchmarks
 October 2017

Unit Title:	Lab Orientation and Safety
What will students learn?	<p>The student will</p> <ol style="list-style-type: none"> 1. Understand classroom/ lab procedures and safety guidelines 2. Understand classroom behavior expectations 3. Know equipment location and use <p>*FID.FS.6.0 Health and Safety – <i>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:</i></p> <ul style="list-style-type: none"> • 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities. • 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies <p>FID.FS.7.0 Responsibility and Flexibility <i>Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:</i></p> <ul style="list-style-type: none"> • 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. • 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. • 7.3 Understand the need to adapt to varied roles and responsibilities. • 7.4 Understand that individual actions can affect the larger community. <p>FID.PS.A9.0 <i>Students understand and apply garment construction skills used in a variety of occupations within the industry:</i></p> <ul style="list-style-type: none"> • A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
Assessment	<p>Formative: Instructor will check for understanding through pre-test, 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: Safety and Equipment Test</p>
Results	<p>Average Score: 97.0% Students must score 93% or better before advancing in course</p>
Strategies to Address	<p>Students who must re-take test can review study packets. Teacher or</p>

Areas of Weakness	peer will review areas of weakness. Clarification given of terms.
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*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design

FS - Foundation Standard

PS – Pathway Standard

Unit Title:	Sewing Machine Parts and Functions
What will students learn?	<p>The student will</p> <ol style="list-style-type: none"> 1. Understand the history of the Sewing Machine 2. Correctly identify the basic operating parts of the sewing machine and their functions. <p><i>*FID.FS.1.3 History–Social Science Specific applications of Chronological and Spatial Thinking standards:</i></p> <ol style="list-style-type: none"> (1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. <p><i>Specific applications of Historical Interpretation standards:</i></p> <ol style="list-style-type: none"> (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. <p><i>FID.FS.4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:</i></p> <ul style="list-style-type: none"> • 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. • 4.2 Understand the use of technology resources to gain access to, manipulate, and produce information, products, and services. • 4.4 Use appropriate technology in the chosen career pathway. <p><i>FID.PS.A9.0 Students understand and apply garment construction skills used in a variety of occupations within the industry:</i></p> <ul style="list-style-type: none"> • A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
Assessment	<p>Formative: Instructor will check for understanding through close reading, class discussion, defining vocabulary, group-sorting activity, handouts and note-taking, student practice and sewing machine operation, teacher demonstration and observation, and review. Students will assemble handouts into a study packet for take-home study before test.</p> <p>Summative: Sewing Machine Test: History, Parts and Functions, Operation</p>
Results	Average Score: 84.0%
Strategies to Address	Students will increase individual practice-time on sewing machine

Areas of Weakness	operation. Teacher will encourage students to use only correct terminology when operating machine. Teacher will use “mind reader” review strategy.
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*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design

FS - Foundation Standard

PS – Pathway Standard

Unit Title:	Reading Pattern Envelope
What will students learn?	<p>The student will</p> <ol style="list-style-type: none"> 4. Read and interpret information found on the pattern envelope front and back. 5. Understand pattern layout and sewing instruction sheets. <p>* FID.FS.5.0 Problem Solving and Critical Thinking <i>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:</i></p> <ul style="list-style-type: none"> • 5.3 Use critical thinking skills to make informed decisions and solve problems. <p>FID.FS.10.0 Technical Knowledge and Skills – <i>Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:</i></p> <ul style="list-style-type: none"> • 10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment. <p>FID.PS.A9.0 <i>Students understand and apply garment construction skills used in a variety of occupations within the industry:</i></p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Summative: Reading Pattern Envelope Test</p>
Results	Average Score: 82.66%
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

3rd quarter benchmark Ag

Livestock evaluation

Purpose:

To understand and to interpret the value of performance data based on industry standards.

- To measure the students' knowledge in the following categories:
 - to make accurate observations of livestock
 - to determine the desirable traits in animals
 - to make logical decisions based on these observations
 - to discuss and to defend their decisions for their placing
 - to instill an appreciation for desirable selection, management and marketing

Techniques

- To develop the ability to select and market livestock that will satisfy consumer demands

And provide increased economic returns to producers. Provide positive economic returns to producers as well as meet the needs of the industry.

- To become proficient in communicating in the terminology of the industry and the consumer.
- To provide an opportunity for participants to become acquainted

Foundation Standards: 2.4, 2.7, 5.0, 5.1, 5.2, 5.3, 9.0, 9.1

Agricultural Pathway Standards: D 5.1, D10

valuation

1 students are given a group of 4 sheep, cattle or pigs

2. students must rank best to worst

2. students must write down reasoning for placement

Results

Students completed task at 85%

Fashion Design
Third Quarter Benchmarks, 2018

Unit Title:	Sewing Sample Workbook, II
What will students learn?	<p>The student will assemble a workbook containing samples of a variety garment construction techniques, new and for review, that demonstrate mastery of basic sewing skills.</p> <p>*FID.FS.10.0 Technical Knowledge and Skills (Consumer and Family Studies) <i>Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:</i></p> <ul style="list-style-type: none"> ● 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. <p>FID.PS.A6.0 <i>Students understand the characteristics, production and maintenance of textiles and textile products:</i></p> <ul style="list-style-type: none"> ● A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes. <p>FID.PS.A9.0 <i>Students understand and apply garment construction skills used in a variety of occupations within the industry:</i></p> <ul style="list-style-type: none"> ● 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	<p>Formative: Instructor will check for understanding through class discussion, defining vocabulary, handouts and note-taking, slide presentations, teacher demonstration, student practice, sewing machine operation, observation, and review. Students will assemble workbook containing sewing samples and notes.</p> <p>Summative: Workbooks will be graded according to: accuracy of workmanship, organization, neatness and self-evaluation</p>
Results	Average Score: 87.9%
Strategies to Address Areas of Weakness	Students can re-make missing samples or samples scoring 1pt./3pts. to demonstrate mastery of skills.

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

Unit Title:	Garment Construction
What will students learn?	<p>The student will</p> <ul style="list-style-type: none"> ● Use basic sewing skills and home dressmaker pattern to construct a simple garment using 2 – 4 pattern pieces, woven fabric, and minimal embellishments, style-lines, or notions. <p>*FID.FS.10.0 Technical Knowledge and Skills (Consumer and Family Studies) <i>Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:</i></p> <ul style="list-style-type: none"> ● 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. <p>FID.PS.A9.0 <i>Students understand and apply garment construction skills used in a variety of occupations within the industry:</i></p> <ul style="list-style-type: none"> ● 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. ● A9.6 Understand common fitting challenges of various figure types and determine related costs.
Assessment	<p>Formative: Instructor will check for understanding throughout the construction process. Strategies include teacher demonstration, individual assistance, student practice, sewing machine operation, observation, and review. Students will turn in completed garment with garment cost-sheet for grading.</p> <p>Summative: Garments graded according to: completeness of cost sheet, professional finishes, and construction workmanship.</p>
Results	Average Score: 113.6%
Strategies to Address Areas of Weakness	Students can make construction or cost sheet corrections to improve their grade.

*FID – California Career and Technical Education Standards – Industry Sector – Fashion and Interior Design

FS - Foundation Standard

PS – Pathway Standard

Unit Title:	Measurements: Reading and Using a Standard Rule
What will students learn?	<p>The student will understand the basics of measurements and their relationships to fractions and decimals. Mastery of skills will be demonstrated through practical application of reading various classroom measuring tools.</p> <p><i>*FID.FS. 1.0 Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.</i></p> <p>Academic Alignment Matrix -</p> <ul style="list-style-type: none"> ● Mathematics, Number and Quantities-Reason quantitatively and use units to solve problems: <ol style="list-style-type: none"> 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 <p>FID.FS. 5.0 Problem Solving and Critical Thinking <i>Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)</i></p> <ul style="list-style-type: none"> ● 5.1 Identify and ask significant questions that clarify various points of view to solve problems. ● 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. ● 5.3 Use systems thinking to analyze how various <p>FID.FS.10.0 Technical Knowledge and Skills <i>Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</i></p> <ul style="list-style-type: none"> ● 10.4 Understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings. ● 10.9 Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment. <p>FID.PS.A8.0 <i>Understand the principles and techniques used in fashion design and product development and manufacturing.</i></p> <ul style="list-style-type: none"> ● A8.1 Know the basic process of manufacturing garments. ● A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.

Assessment	Formative: Teacher demonstration Practical application, using appropriate tools Peer teaching – using white boards Handouts and worksheets Study packet assembly and review Summative: Measurements Test
Results	Average Score: 93.75%
Strategies to Address Areas of Weakness	Students scoring 65% or below can retake test for a higher score within one week of first test. Teacher and peer tutoring will be made available according to need.

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

3rd Quarter Athletic PE Benchmarks (Palu)

Students were evaluated on three core lifts. Bench Press, Back Squat and Hang Clean. After becoming familiar with the lifts in the 1st quarter, students were re-evaluated at the close of the first semester, and again at the close of the third quarter. Overall most students experienced substantial gains, however some students who were active in their season of sport, were on a maintenance program and did not increase their totals.

Overall Class Gains. Quarter 2.

Bench Press 1 rep max increased 8.1%
 Back Squat 1 rep max increased 15.1%
 Hang Clean 1 rep max increase 13.8%

Overall class Gains. Quarter 3

Bench Press 1 rep max 6.25%
 Back Squat 1 rep max 5.28%
 Hang Clean 1 rep max 4.87%

4th period

name	Bench Press % gain	Back Squat % gain	Hang Clean % gain
Arrowood	11.1	8.57	9.09
Frank	11.1	15.15	4.7
Godines	3.57	5.4	0.0
Johnston	4.0	4.65	6.8
Lemus	5.1	No test (inj)	No test (inj)
Renteria	12.5	No test (inj)	No test (inj)
Simpson	5.55	2.0	0.0
Torres	8.00	No test (inj)	No test (inj)

6th period

name	Bench Press	Back Squat	Hang Clean
Allen	14.81	8.0	3.5
Chavez Ro	12.0	No gain	No gain
Connor-Becket	2.7	No gain	0.0
Frankson	5.55	2.85	2.5
Gonzalez	6.25	20.0	21.4
Graves	absent	absent	No gain

Hite	No gain	7.89	No gain
Johle	No gain	No gain	3.84
McCoy	7.69	2.43	Injured
Morgenstein	No gain	No gain	5.71
Roberts	No gain	2.4	12.5
Yarborough	No 2nd quarter max	No 2nd quarter max	8.0