Strengths

Which Performance Expectation (PE) had the greatest number of students who met the standard?

What practices with curriculum and pacing, instruction, and/or assessment caused students to meet standard on this PE?

Performance Expectation: 8.1.C / 8.1.E

Challenges

Which Performance Expectation had the greatest number of students who did not meet the standard?

Performance Expectation(s):   8.EE.1C **Supplemental materials pertaining to systems of equations were provided along with in class instruction and student collaboration time. Instruction time was 2 weeks (10 days) in duration.**

Distractor Rationale Report

What are the common misconceptions or errors indicated by the Exam Distractor Rationale Report?

Students did not consider both the slope and y intercept when constructing linear function from a graph or table.

Did not recognize ordered pairs as inputs and outputs of the function. Students did not understand the ration of rise over run as the slope of the function

Differentiated instruction will implemented through integrating application and contextual problems involving slope and y-intercept.

Triangulating Data

What other formative data or student work provides information about student performance related to the PE?

Content-Centered Problem

What is the problem of conceptual understanding or skill that underlies student performance?

Students are unable to interpret contextual problems to determine unknowns and strategies of problem-solving.

Curriculum & Pacing *How did the instructional materials address the PE?* *Did the curriculum meet the content and the cognitive demand of the PE?* *Was ample instructional time allotted to the PE?*	District provided instructional materials did not provide the rigor or repetition needed for student proficiency, so supplemental materials were used to fill this void. The district pacing guide seemed inappropriate as the sequence of mathematical concepts was incongruent with the testing standards. As a result, specific time was taken to address the tested standards, though a more in depth unit would have been pursued at another time.
Instruction *What were the primary instructional strategies and activities that were used to provide instruction for the PE?* *Were the instructional strategies and activities employed appropriate for the PE?*	Supplemental handouts including computational and contextual worksheets, direct instruction, guided practice, and student collaboration were used as strategies to teach lessons on linear functions.
Assessment *What aligned formative measures were used to assess the PE?* *What instructional adjustments were made as a result?*	

Plan for Improvement

How will the content-centered problem be addressed?

Change in Practice:

What practices can be changed with curriculum, pacing, instruction and/or assessment to address the content-centered problem? What practices related to our strength(s) can be helpful?

Weekly quizzes, exit tickets, student presentations as well as teacher notes and observations during class activities will be used to assess student progress.

Improvement Strategies *What steps are needed to address the change in practice (for this PE and/or the next set of PEs)?*	Implementation *What evidence will show that the steps were accomplished?*	Evaluation *What evidence will show that student achievement improved as a result?*