

Science HIGH SCHOOL SUBJECT AREA CIA / DATA TEAM
MEETING

Look at Data → Look at assessments -→ Look at responses → Look at
strategies → Future

Meet in Six Groups:

Cross/Scholars/Annex/CoOp/HSC/NHAcad

Hillhouse/Career/Riverside/Metro/Hyde/Sound

(2 Phy/Chem , 2 Bio , 2 Chem/Other)

Go around and introduce, describe populations (5 min)

Active Participation/Listening: (no multi tasking, time out to talk to RT,
everyone responds to each question)

Trained data team leader from comprehensive school facilitates

Use data from quarterly assessments/ standards/ writing samples

Anecdotal evidence is OK.... if it is representative of your population

Share ideas!

Refer to the STANDARDS!!!!

Which students have mastered which grade level outcomes/standards and proficiencies
before explicit instruction has taken place?

Which grade level concepts and skills are most of your students lacking (non-proficient)
at the beginning of the school year? At semester? Just before state and/or district
assessments begin?

Questions to Discuss

I) Look at the data.....

Which schools/teachers had an improvement from quarter one to quarter two?

Why?

Which sub groups did or did not improve from quarter one to quarter two?

Why?

II) Look at the assessment

What are students getting wrong?

Why?

What are the issues around:

Reading the questions (understanding how to answer)

Reading the content

III) Look at the answers

Are students:

Writing something correct, but not answering the question?

Writing something incorrect that answers the question?

Writing very little or nothing?

Which words do they not understand?

IV) Look at the strategies

Which has helped them answer open ended questions the most?

Going over the answers in class afterwards (Whole class)

Peer reviewing each other's answers

Taking notes during small group/pair discussions

Following an outline

Other

V) Plan for the future

What are the most important instructional strategies to try to improve student achievement?

Grades 9-10 Core Scientific Inquiry, Literacy and Numeracy

How is scientific knowledge created and communicated?

POWER CONTENT STANDARDS	EXPECTED PERFORMANCES
<p>SCIENTIFIC INQUIRY</p> <p>Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.</p> <p>Scientific inquiry progresses through a continuous process of questioning, data collection, analysis and interpretation.</p> <p>Scientific inquiry requires the sharing of findings and ideas for critical review by colleagues and other scientists.</p> <p>SCIENTIFIC LITERACY</p> <p>Scientific literacy includes the ability to read, write, discuss and present coherent ideas about science.</p> <p>Scientific literacy includes the ability to search for and assess the relevance and credibility of scientific information found in various print and electronic media.</p> <p>SCIENTIFIC NUMERACY</p> <p>Scientific numeracy includes the ability to use mathematical operations and procedures to calculate, analyze and present scientific data and ideas.</p>	<p>DINQ1 Identify questions that can be answered through scientific investigation.</p> <p>DINQ2 Read, interpret and examine the credibility and validity of scientific claims in different sources of information.</p> <p>DINQ3 Formulate a testable hypothesis and demonstrate logical connections between the scientific concepts guiding the hypothesis and the design of the experiment.</p> <p>DINQ4 Design and conduct appropriate types of scientific investigations to answer different questions.</p> <p>DINQ5 Identify independent and dependent variables, including those that are kept constant and those used as controls.</p> <p>DINQ6 Use appropriate tools and techniques to make observations and gather data.</p> <p>DINQ7 Assess the reliability of the data that was generated in the investigation.</p> <p>DINQ8 Use mathematical operations to analyze and interpret data, and present relationships between variables in appropriate forms.</p> <p>DINQ9 Articulate conclusions and explanations based on the results of the research, and assess their validity based on the design of the investigation.</p> <p>DINQ10 Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.</p>