

QUEENS METROPOLITAN HIGH SCHOOL
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INTERIM ASSESSMENT #2

Course Name: Living Environment

Choose no more than 3-4 standards that is a common trend in your course that you need to reteach to the whole class. Fill out parts 1 - 3 for each standard.

CORRECTIVE INSTRUCTION ACTION PLAN
1. Focus Standard/Skill: For whole class re-teach <i>Look at Class Proficiency Sheet</i>
<i>What standard/skill I need to teach in a different way? Be specific for each standard</i> <i>Ecological Succession (56.4)</i> <i>Photosynthesis/Respiration (61.5)</i> <i>What are the exact sub-skills I need to teach? Be specific for each standard</i> <i>Vocabulary</i> <i>Interpreting diagrams</i> <i>Breaking down multiple choice questions</i> <i>Reading comprehension</i>
2. Analysis of WHY students did not learn it: What are the misconceptions? <i>Look at Standard Alignment Sheet, Exam, and Item Analysis</i>
<i>Why did students not learn the intended skill or concept? Be specific for each question</i> <i>Students may have struggled with vocabulary such as: establish, climax community.</i> <i>Students are struggling to distinguish between the reactants and products of cellular respiration and photosynthesis. Students confused the two processes.</i> <i>Students struggled to read and interpret the diagram.</i> <i>Students did not fully read the answer choices before choosing an answer.</i>
3. Data Informed New Instructional Approach

How will I teach this skill/standard in a different way? What are some new strategies I will try out to better help all the learners in my classroom? How will I break the concept down into clear and concrete steps?

Ecological Succession: Students will be provided with a picture of an ecosystem developing through ecological succession. Students will be asked to label each stage of the diagram (pioneer species, shrubs, climax community). Students will have to identify the appropriate stage as being the most stable and explain why. We will turn the four answer choices into questions. This will encourage students to analyze each answer choice carefully before choosing the right selection.

Photosynthesis/ Respiration: Students will engage in an activity of error analysis. They will be presented with incorrect sample equations for each process. Students will analyze and interpret each equation to identify the errors presented and explain why each equation is wrong.

4. Small Group Instruction: How are you providing support to small groups?

What are my groupings? How will I assist my small group?

Students will be grouped homogeneously based on their level of proficiency on the interim. Students who scored below a 70% proficiency are required to attend mandatory tutoring sessions three times during their lunch period and will be given an opportunity to gain points towards their interim assessment.

5. Low Level Students: How are you providing support to small groups?

What specific supports/resources will I provide the students who are struggling?

Teachers will work closely with the lowest third to offer maximum support during small group instruction. Mandatory tutoring for failing Tuesday, Wednesday, and Thursday.

6. High Level Students: How are you providing support to small groups?

What supports/resources will you provide for these students?

- *Higher level students will receive extra credit if they tutor lower level students.*

7. Corrective Instruction Teaching Timeframe

When will I be teaching these lessons?

Friday 1/16/15

Tuesday 1/20/15

Friday 1/23/15

8. Re-Assessment	9. Re-Assessment Data
<p><i>How will I reassess to check for mastery?</i></p> <ul style="list-style-type: none">- <i>Mastery quiz for students that come to mandatory tutoring. Points will be added to their IA.</i>- <i>Do now quiz on Friday 1/23/15 for all students to reassess.</i>	<p><i>What was my class proficiency before and after?</i></p> <p><i>23% and it increased 70%</i></p>