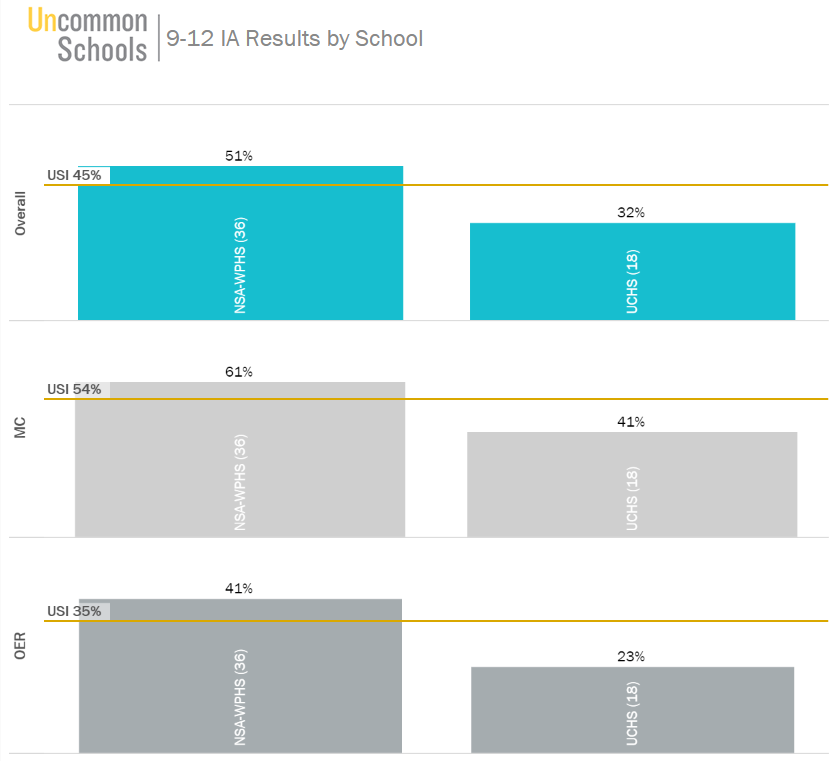
**NETWORK ANALYSIS for: AP Calculus BC**

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| **LLP ANALYSIS, PART 1: OVERALL PROFICIENCY PERFORMANCE** |



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| **LLP ANALYSIS, PART 2: STANDARDS PROFICIENCY DEEP DIVE** |

*On Tableau, click on the “9-12 IA Results by Standard” to identify the 1-2 lowest performing standards. (Teachers will choose 1 additional gap to close with their students). Use the “Response Frequency by Standard” Report on Illuminate to complete a more thorough analysis of question-specific data and wrong answer choices. Reference scanned student work samples as well to determine the conceptual misunderstandings at the root of these gaps.*

| **Key Errors** | **Standard** | | **Related Questions** | **Conceptual Fixes** |
| --- | --- | --- | --- | --- |
| **Highest leverage errors and conceptual misunderstandings to fix** | **AP Calc**  **Learning Objective** | **USI Calc Standard** | **IA Questions/ Tasks** | **What key conceptual understandings will fix these gaps?** |
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| **LLP ANALYSIS, PART 3: RETEACH PLANNING** |

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| --- | --- | --- | --- |
| **Reteach Plan: Week 12 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
|  |  | |  |

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| **Reteach Plan: Week 13 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
|  |  | |  |

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| --- | --- | --- | --- |
| **Reteach Plan: Week 14 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
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| **Reteach Plan: Week 15 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
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| **Reteach Plan: Week 16 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
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| **Reteach Plan: Week 17 Float #1** | | | |
| **Student Exemplar** | | | |
| *Embed or screenshot the top student exemplar from our network that highlights success on this standard/task* | | *Explain/label the attributes of the work sample that make it exemplary* | |
| **Highest Leverage Conceptual Gaps to Fix:** | | | |
|  | | | |
| **How will the priority conceptual gap(s) be addressed in a reteach lesson next week?** | | | |
| **Broad Overview of the Reteach:** *Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.). If applicable, name which IA items and work samples may be used to guide Show Call/discourse.* | | | |
|  | | | |
| **Aggressive Monitoring Laps:** *For this re-teach lesson, outline**the AggMo laps that one will narrate, the coding or cues for student feedback, and notes on leading discourse* | | | |
| **Laps** | **Coding/Cues** | | **Discourse** |
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| **TEACHER ANALYSIS, PART 1: RESULTS OVERVIEW** |

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| --- | --- | --- | --- | --- |
| **17-18 IA #1** | | | | |
| **Section/Period** | **MC%** | **OR%** | **Combined %** | **% above/below network avg.** |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |
| **Total For All Sections** |  |  |  |  |

**CELEBRATING SUCCESSES/BRIGHT SPOTS**

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| --- |
| **Course-Wide** |
|  |
| **Individual Sections** |
|  |
| **Individual Questions/Standards** |
|  |

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| **TEACHER ANALYSIS, PART 2: CAMPUS-SPECIFIC RETEACH NEEDS** |

**Analyzing Your Own Students’ Work:** *Reference the LLP analysis above when you do your own student work analysis.*

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| **Campus Analysis** |
| **Unpack the Network Exemplar** |
| *What were the keys to an ideal answer? So the exemplar needs to include…*  *How does this [part of the exemplar] align with the standard?* |
| **Your Student Exemplar** |
| *How does your student exemplar compare to the network exemplar? What is the gap?*  *Does your student exemplar offer something that your exemplar does not?* |
| **Student Work Analysis** |
| *Starting with the medium work, then moving to the low work:*  *What are the gaps that we see between the mediums and our student exemplar?*  *What are the highest leverage misconceptions to fix that will move them most quickly?*  *What do we see students doing that led to this error?* |
| **Name the Error and Conceptual Understanding** |
| *Describe the student error and name the conceptual misunderstanding evident in that error* |
| **Identifying Reteach Needs** |
| *After reviewing the LLP reteach plan above, what additional reteach steps must you take to close your student-specific gaps? Articulate the general plan for this reteach, including which reteach technique(s) will be utilized (modeling, discourse, monitoring laps, etc.).* ***Script below:*** |
|  |

Using the Performance Summary report in Illuminate, **identify 1 additional** standard where your students struggled the most:

|  |  |  |
| --- | --- | --- |
| **Standard &**  **Percent Mastery** | **Question Numbers** | **What key conceptual misunderstandings were revealed in student work?**  **What conceptual understandings would fix the error(s)?** |
|  |  |  |
| **What are the key reteach steps based on the analysis?** |
|  |

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| **TEACHER ANALYSIS, PART 3: ACADEMIC HABITS REVIEW** |

*Look through your students’ test booklets to determine the state of their academic habits. Tally the number of students in each class who showed proficiency with specific grade-level academic habits for your content area.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **17-18 IA #1** | | | | |
| **Section/Period** | **Proficient with Stamina/Test Completion** | **Proficient with Content Habit #1: Annotation of Texts, Problems** | **Proficient with Content Habit #2: Evidence of Multiple Choice Reasoning** | **Proficient with Content Habit #3: Open-Ended Responses or Teacher choice** |
|  |  |  |  |  |
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|  |  |  |  |  |
| **Average For All Sections** |  |  |  |  |

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| **TEACHER ANALYSIS, PART 4: INTERVENTION PLAN FOR SPECIFIC STUDENTS** |

*Utilizing the Matrix Report, identify your lowest 5-10 students across the classes you teach. Look at their work in their test booklets. Find trends in individual student performance.*

|  | **Student Name** | **MC Average** | **OER**  **Average** | **Key Standards Missed** | **Key Reteaching Actions** |
| --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |

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| **TEACHER ANALYSIS, PART 5: SIX WEEK ACTION PLAN – RTD/FLOAT LPs and AGGMO NEEDS** |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Week of:\_\_\_\_\_** | **Week of:\_\_\_\_\_** | **Week of:\_\_\_\_\_** | **Week of:\_\_\_\_\_** | **Week of:\_\_\_\_\_** | **Week of:\_\_\_\_\_** |
| **Response-to-Data/Float Lesson Topics** |  |  |  |  |  |  |
| **Aggressive Monitoring Focus** | Whole Class:  Specific Students: | Whole Class:  Specific Students: | Whole Class:  Specific Students: | Whole Class:  Specific Students: | Whole Class:  Specific Students: | Whole Class:  Specific Students: |

**Appendix I: Prioritizing Network Standard Focus & Suggested Responses**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | USI | WPHS | UCHS | Delta | Q | Correct | Gap | Y/N | Notes: | Suggested Response |
| UHAI.APCalc.Derivatives.2A.GraphicAnalysis | 55% | 59% | 47% | 12% | 11 | 6.05 | 5 | Y | High freq, <60% | Network Reteach |
| UHAI.APCalc.Derivatives.3B.TangentLines | 42% | 48% | 32% | 16% | 6 | 2.52 | 3 | Y | High freq, <60% | Network Reteach |
| UHAI.APCalc.Derivatives.3C.Applications | 46% | 53% | 33% | 20% | 8 | 3.68 | 4 | Y | High freq, <60% | Network Reteach |
| UHAI.APCalc.Integrals.3A.Function | 36% | 42% | 24% | 18% | 3 | 1.08 | 2 | Y | High freq, <60% | Network Reteach |
| UHAI.APCalc.Integrals.4A.Interpret | 89% | 94% | 78% | 16% | 1 | 0.89 | 0 | N | >60%, Covered deeper in Q2 | Q2 Content |
| UHAI.APCalc.Integrals.4B.AverageValue | 17% | 19% | 12% | 7% | 2 | 0.34 | 2 | N | Covered deeper in Q2 | Q2 Content |
| UHAI.APCalc.Integrals.4E.Apps | 13% | 19% | 0% | 19% | 1 | 0.13 | 1 | N | Covered deeper in Q2 | Q2 Content |
| UHAI.APCalc.Derivatives.1B.Approximate | 32% | 40% | 17% | 23% | 1 | 0.32 | 1 | N | Low frequency, quick fix | Quick Hit |
| UHAI.APCalc.Derivatives.3A.Interpret | 46% | 46% | 45% | 1% | 2 | 0.92 | 1 | N | Low freq, quick hit | Quick Hit |
| UHAI.APCalc.Derivatives.1C.Calculate | 66% | 73% | 52% | 21% | 8 | 5.28 | 3 | N | >60% | Spiral Practice |
| UHAI.APCalc.Integrals.3B.Calculate | 61% | 66% | 53% | 13% | 6 | 3.66 | 2 | N | Covered deeper in Q2 | Spiral Practice |
| UHAI.APCalc.Limits.1B.Estimate | 85% | 89% | 78% | 11% | 1 | 0.85 | 0 | N | >60% | Spiral Practice |
| UHAI.APCalc.Limits.1C.Determine | 52% | 61% | 33% | 28% | 1 | 0.52 | 0 | N | Low frequency | Spiral Practice |
| UHAI.APCalc.Limits.1D.Behavior | 87% | 94% | 72% | 22% | 2 | 1.74 | 0 | N | >60% | Spiral Practice |
| UHAI.APCalc.Derivatives.2B.Differentiability | 61% | 59% | 65% | 6% | 3 | 1.83 | 1 | N | Address class specific | Teacher Specific |
| UHAI.APCalc.Derivatives.4A.MVT | 39% | 44% | 28% | 16% | 1 | 0.39 | 1 | N | Low frequency | Teacher Specific |
| UHAI.APCalc.Integrals.2B.Approximate | 57% | 63% | 45% | 18% | 6 | 3.42 | 3 | N | Easy win, high frequency | Teacher Specific |
| UHAI.APCalc.Integrals.2C.AreaProperties | 57% | 72% | 28% | 44% | 2 | 1.14 | 1 | N | Big difference in data | Teacher Specific |
| UHAI.APCalc.Limits.2A.Continuity | 75% | 85% | 53% | 32% | 2 | 1.5 | 1 | N | >60% | Teacher Specific |
| UHAI.APCalc.Integrals.2A.LimDef | 20% | 22% | 17% | 5% | 1 | 0.2 | 1 | N | Low frequency | Teacher Specific  (with Derivatives.1A.LimDef) |
| UHAI.APCalc.Derivatives.1A.LimDef | 65% | 70% | 56% | 14% | 2 | 1.3 | 1 | N | Low frequency, >60% | Teacher Specific  (with Integrals.1A.LimDef) |

**Appendix II: Narrowing focus on Priority Standards based off question analysis.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Q | AP Calc Learning Objectives | USI Calc Standards by Unit | USI | WPHS | UCHS | Delta |
| 3C | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAIncDec | 53% | 58% | 42% | 16% |
| 3B | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAInflection | 46% | 49% | 42% | 7% |
| 12 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAConcavity | 44% | 50% | 33% | 17% |
| 6B | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAInflection | 40% | 47% | 26% | 21% |
| 83 | UHAI.HS.APCalc.Integrals.3A.Function | UHAI.HS.Calc.06.FTC | 20% | 19% | 22% | -3% |
| 22 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.EVT | 19% | 19% | 17% | 2% |
| 3D | UHAI.HS.APCalc.Integrals.3A.Function | UHAI.HS.Calc.04.EVT | 5% | 6% | 3% | 3% |
| 10 | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.PMSpeed | 80% | 81% | 78% | 3% |
| 2C | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.PMSpeed | 59% | 71% | 36% | 35% |
| 2D | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.PM | 59% | 67% | 44% | 23% |
| 85 | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.RelatedRates | 50% | 61% | 28% | 33% |
| 5D | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.RelatedRates | 47% | 53% | 36% | 17% |
| 17 | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.PMAtRest | 41% | 50% | 22% | 28% |
| 4B | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.RelatedRates | 26% | 30% | 19% | 11% |
| 3 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.02.DerivMatching | 89% | 86% | 94% | -8% |
| 5 | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.05.LinApprox | 85% | 92% | 72% | 20% |
| 84 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GA | 81% | 86% | 72% | 14% |
| 6 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAExtrema | 76% | 81% | 67% | 14% |
| 77 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAExtrema | 67% | 78% | 44% | 34% |
| 5C | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.02.TangentLines | 65% | 67% | 61% | 6% |
| 3A | UHAI.HS.APCalc.Integrals.3A.Function | UHAI.HS.Calc.06.Accumulation | 63% | 75% | 39% | 36% |
| 6A | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GAExtrema | 63% | 69% | 50% | 19% |
| 20 | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.02.TangentLines | 59% | 61% | 56% | 5% |
| 18 | UHAI.HS.APCalc.Derivatives.2A.GraphicAnalysis | UHAI.HS.Calc.04.GA | 54% | 50% | 61% | -11% |
| 6C | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.05.LinApprox | 48% | 54% | 36% | 18% |
| 88 | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.03.ChainRule | 24% | 28% | 17% | 11% |
| 5B | UHAI.HS.APCalc.Derivatives.3B.TangentLines | UHAI.HS.Calc.02.HorVertTangents | 22% | 28% | 8% | 20% |
| 81 | UHAI.HS.APCalc.Derivatives.3C.Applications | UHAI.HS.Calc.05.Optimization | 20% | 22% | 17% | 5% |