



Breakdown by Content Knowledge  
Matched Analysis

# Teaching Lab 2019-2020 Report

Overall Improvement for Each Question

## Breakdown by Content Knowledge

### ELA Table

ELA Scores in Fall vs. Spring						
	Question	Fall	n1	Spring	n2	Improvement
ELA General Standards and Shifts						
	12a	81.76%	1047	81.67%	240	-0.09%
	12b	84.72%	1047	80.75%	239	-3.97%
	12c	30.02%	1046	41.84%	239	11.82%
	12d	34.10%	1047	39.33%	239	5.23%
	13	32.06%	1048	51.67%	240	19.61%
Block Average	—	52.53%	1,047.00	59.05%	239.40	6.52%
Fluency						
	14a	31.07%	1046	32.50%	240	1.43%
	14b	76.20%	1046	86.25%	240	10.05%
	14c	61.19%	1046	52.92%	240	-8.27%
	14d	56.21%	1046	67.08%	240	10.87%

Teaching Lab 2019-2020 Report	15	31.66%	1014	67.31%	208	35.65%
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Block Average	—	51.26%	1,039.60	61.21%	233.60	9.95%
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Breakdown by Content Knowledge  
**Text Complexity**  
 Matched Analysis

Overall Improvement for Each Question	16	61.83%	1014	70.19%	208	8.36%
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	17a	72.90%	1022	76.58%	222	3.68%
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	17b	79.75%	1022	77.38%	221	-2.37%
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	17c	50.68%	1022	65.00%	220	14.32%
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	17d	31.93%	1021	46.82%	220	14.89%
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Block Average	—	59.42%	1,020.20	67.19%	218.20	7.77%
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Evidence & Close Reading

	18a	80.89%	989	87.96%	191	7.07%
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	18b	95.75%	989	99.47%	190	3.72%
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	18c	57.23%	989	66.67%	189	9.44%
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	18d	45.70%	989	59.79%	189	14.09%
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	19	59.96%	989	69.11%	191	9.15%
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Block Average	—	67.91%	989.00	76.60%	190.00	8.69%
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Building Knowledge

	20	36.50%	1022	71.30%	223	34.80%
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	21	70.27%	989	82.72%	191	12.45%
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Block Average	—	53.39%	1,005.50	77.01%	207.00	23.63%
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Supporting Students with Unfinished Learning

	22	70.16%	1021	86.10%	222	10.04%
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	22	73.16%	1021	86.10%	223	12.94%
Teaching Lab 2019-2020 Report	23a	85.74%	989	90.58%	191	4.83%
Breakdown by Content Knowledge	23b	74.64%	986	75.40%	187	1.36%
Matched Analysis	23c	49.95%	987	53.48%	187	3.53%
Overall Improvement for Each Question	23d	51.01%	986	60.43%	187	9.41%
Block Average	—	66.78%	993.80	73.20%	195.00	6.41%
Average	—	59.12%	1,017.00	68.16%	215.00	9.04%

### ELA Question Key

Number	Question
12a	Which of the following are literacy instructional shifts, and which are not?
12b	Which of the following are literacy instructional shifts, and which are not?
12c	Which of the following are literacy instructional

shifts, and which are not?

Breakdown by Content Knowledge

Matched Analysis

Overall Improvement for Each Question

Which of the following are literacy instructional shifts, and which are not?

13

When designing literacy lessons, teachers should start with which of the following?

14a

Which of the following statements are true about the relationship between reading fluency and reading comprehension, and which are false?

14b

Which of the following statements are true about the relationship between

Breakdown by Content Knowledge

Matched Analysis

Overall Improvement for Each Question

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**reading fluency and  
reading comprehension,  
and which are false?**

**14c**

**Which of the following  
statements are true about  
the relationship between  
reading fluency and  
reading comprehension,  
and which are false?**

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**14d**

**Which of the following  
statements are true about  
the relationship between  
reading fluency and  
reading comprehension,  
and which are false?**

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**15**

**Which of the following is  
NOT an effective strategy  
for improving student**

## for improving student fluency?

Breakdown by Content Knowledge

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Matched Analysis

Overall Improvement for Each Question

16

Which of the following is the single biggest differentiator of college and career-readiness?

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17a

Which of the following approaches for selecting texts for whole-class reading instruction are aligned with post-shifts literacy instruction and which are not

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17b

Which of the following approaches for selecting texts for whole-class reading instruction are aligned with post-shifts

# literacy instruction and which are not

Breakdown by Content Knowledge

Matched Analysis

Overall Improvement for Each Question

17c

Which of the following  
approaches for selecting  
texts for whole-class  
reading instruction are  
aligned with post-shifts  
literacy instruction and  
which are not

17d

Which of the following  
approaches for selecting  
texts for whole-class  
reading instruction are  
aligned with post-shifts  
literacy instruction and  
which are not

Which of the following  
statements are true about

18a

Teaching Lab 2019-2020 Report

statements are true about  
reading the same complex  
text multiple times?

Breakdown by Content Knowledge

Matched Analysis

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Overall Improvement for Each Question

18b

Which of the following  
statements are true about  
reading the same complex  
text multiple times?

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18c

Which of the following  
statements are true about  
reading the same complex  
text multiple times?

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18d

Which of the following  
statements are true about  
reading the same complex  
text multiple times?

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18e

Which of the following  
describes something  
students might do during



## students might do during close reading of complex texts?

Breakdown by Content Knowledge

Matched Analysis

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Overall Improvement for Each Question

- 20
- Mrs. Richards' students have a range of reading proficiency and knowledge about the food chain. When reading a grade-level complex text about this topic, which group of students is most likely to perform better on comprehension questions?

- 
- 21
- How could Mrs. Richards best prepare students to build knowledge about the topic of the food chain?
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22

The main text that the students in Ms. Blackwell's class is about to read is likely to be very difficult for the majority of the class. Which of the following is a strategy that Ms. Blackwell could use with her students with lower reading abilities?

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23a

Which of the following describe strategies for supporting struggling readers, and which do not?

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23b

Which of the following describe strategies for supporting struggling readers, and which do

readers, and which do not?

Breakdown by Content Knowledge

Matched Analysis

Overall Improvement for Each Question

23c

Which of the following describe strategies for supporting struggling readers, and which do not?

23d

Which of the following describe strategies for supporting struggling readers, and which do not?

Math Table

Math Scores in Fall vs. Spring

	Question	Fall	n1	Spring	n2	Improvement
General Standards & Shifts						
	24a	80.75%	187	82.54%	63	1.79%

Teaching Lab 2019-2020 Report	24b	90.91%	187	92.06%	63	1.15%
Breakdown by Content Knowledge Matched Analysis	24c	10.70%	187	12.70%	63	2.00%
	24d	27.27%	187	28.57%	63	1.30%
	25	90.57%	187	90.48%	63	0.10%
Overall Improvement for Each Question						
Block Average	—	60.00%	187.00	61.27%	63.00	1.27%

### Math Mindsets & Identities

	26a	99.47%	187	98.41%	63	-1.05%
	26b	93.01%	186	91.94%	62	-1.08%
	26c	94.59%	185	90.32%	62	-4.27%
	26d	93.51%	185	91.94%	62	-1.58%
	27	96.79%	187	92.06%	63	-4.73%
Block Average	—	95.48%	186.00	92.93%	62.40	-2.54%

### Principles of Math Equitable Instruction

	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
Block Average	—	66.92%	184.00	74.82%	62.00	7.90%

### Supporting Students with Unfinished Learning

	30a	96.69%	181	91.80%	61	-4.88%
	30b	92.82%	181	90.16%	61	-2.65%
	30c	40.00%	180	55.74%	61	15.74%
	30d	87.78%	180	93.44%	61	5.66%

	30a	87.70%	180	88.44%	61	0.00%
Teaching Lab 2019-2020 Report	31a	77.65%	179	78.33%	60	0.68%
Breakdown by Content Knowledge	31b	92.33%	180	95.08%	61	1.75%
Matched Analysis	31c	62.01%	179	75.00%	60	12.99%
Overall Improvement for Each Question	31d	68.16%	179	76.27%	59	8.11%
Block Average	—	77.30%	179.88	81.98%	60.50	4.67%
<b>Math Learning Goal</b>						
	32	59.67%	181	54.10%	61	-5.57%
Block Average	—	59.67%	181.00	54.10%	61.00	-5.57%
Average	—	75.68%	183.00	77.65%	62.00	1.97%

## Math Question Key

Number	Question
<b>Teaching Lab 2019-2020 Report</b>	
24a	Which of the following statements describe math instructional shifts, and which do not?
24b	Which of the following statements describe math instructional shifts, and which do not?
24c	Which of the following statements describe math instructional shifts, and which do not?
24d	Which of the following statements describe math instructional shifts, and which do not?
25	What does "rigor" mean in math instruction, as defined by the instructional shifts?
<b>Overall Improvement for Each Question</b>	
26a	Which of the following statements describe student mindsets and habits that must be in place in order to execute a problem-based approach effectively?
26b	Which of the following statements describe student mindsets and habits that must be in place in order to execute a problem-based approach effectively?
26c	Which of the following statements describe student mindsets and habits that must be in place in order to execute a problem-based approach effectively?
26d	Which of the following statements describe student mindsets and habits that must be in place in order to execute a problem-based approach effectively?
27	Which of the following statements is true about math identities?
28	What is the MOST important reason for ensuring that all students receive on grade-level instruction in math?
29	Which of the following is an INEFFECTIVE strategy for equitably involving students who are English learners in classroom discussions?
30a	A teacher can take several different approaches to identify unfinished learning for students. Which of the following are actions they should take?
30b	A teacher can take several different approaches to identify unfinished learning for students. Which of the following are actions they should take?
30c	A teacher can take several different approaches to identify unfinished learning for students. Which of the following are actions they should take?
30d	A teacher can take several different approaches to identify unfinished learning for students. Which of the following are actions they should take?
31a	Which of the following actions describe equitable instructional strategies for supporting students with unfinished learning in math
31b	Which of the following actions describe equitable instructional strategies for supporting students with unfinished learning in math
31c	Which of the following actions describe equitable instructional strategies for supporting students with unfinished learning in math
31d	Which of the following actions describe equitable instructional strategies for supporting students with unfinished learning in math
32	Which of the following BEST describes one purpose of mathematics learning goals?

# Matched Analysis

## Math Table Matched and Grouped

### Math Matched Scores in Fall vs. Spring

Teaching Lab 2019-2020 Report *Those with at least a 75% response rate*

	Question	Fall	n1	Spring	n2	Improvement
Breakdown by Content Knowledge						
General Standards & Shifts						
Matched Analysis						
Overall Improvement for Each Question						
	24a	96.67%	30	88.46%	26	-8.21%
	24b	96.67%	30	92.31%	26	-4.36%
	24c	10.00%	30	7.69%	26	-2.31%
	24d	16.67%	30	26.92%	26	10.26%
	25	90.00%	30	88.46%	26	-1.54%
Block Average	—	62.00%	30.00	60.77%	26.00	-1.23%

Math Mindsets & Identities

	26a	100.00%	30	100.00%	26	0.00%
	26b	93.33%	30	92.31%	26	-1.03%
	26c	90.00%	30	96.15%	26	6.15%
	26d	86.67%	30	88.46%	26	1.79%
	27	96.67%	30	92.31%	26	-4.36%
Block Average	—	93.33%	30.00	93.85%	26.00	0.51%

Principles of Math Equitable Instruction

	28	86.67%	30	92.31%	26	5.64%
	29	53.33%	30	69.23%	26	15.90%
Block Average	—	70.00%	30.00	80.77%	26.00	10.77%

Supporting Students with Unfinished Learning

Teaching Lab 2019-2020 Report	30a	100.00%	30	92.31%	26	-7.69%
Breakdown by Content Knowledge	30b	90.00%	30	92.31%	26	2.31%
Matched Analysis	30c	40.00%	30	53.85%	26	13.85%
Overall Improvement for Each Question	30d	90.00%	30	100.00%	26	10.00%
	31a	73.33%	30	80.77%	26	7.44%
	31b	93.33%	30	100.00%	26	6.67%
	31c	73.33%	30	76.92%	26	3.59%
	31d	73.33%	30	76.00%	25	2.67%
Block Average	—	79.17%	30.00	84.02%	25.88	4.85%
<b>Math Learning Goal</b>						
	32	30.00%	30	57.69%	26	27.69%
Block Average	—	30.00%	30.00	57.69%	26.00	27.69%
Average	—	75.24%	30.00	79.26%	26.00	4.02%

## ELA Table Matched and Grouped

### ELA Matched Scores in Fall vs. Spring

*Those with at least a 75% response rate*

Question	Fall	n1	Spring	n2	Improvement
<b>ELA General Standards and Shifts</b>					
12a	93.59%	78	95.89%	73	2.30%
12b	92.31%	78	95.89%	73	3.58%



<b>Teaching Lab 2019-2020 Report</b>						
	12c	56.41%	78	54.17%	72	-2.24%
Breakdown by Content Knowledge	12d	56.41%	78	58.33%	72	1.92%
Matched Analysis	13	75.64%	78	64.38%	73	-11.26%
Overall Improvement for Each Question						
Block Average	—	74.87%	78.00	73.73%	72.60	-1.14%

### Fluency

	14a	35.90%	78	28.77%	73	-7.13%
	14b	84.62%	78	89.04%	73	4.43%
	14c	51.28%	78	47.95%	73	-3.34%
	14d	67.95%	78	71.23%	73	3.28%
	15	60.26%	78	65.75%	73	5.50%
Block Average	—	60.00%	78.00	60.55%	73.00	0.55%

### Text Complexity

	16	73.08%	78	71.23%	73	-1.84%
	17a	91.03%	78	90.41%	73	-0.61%
	17b	92.31%	78	89.04%	73	-3.27%
	17c	79.49%	78	76.39%	72	-3.10%
	17d	69.23%	78	59.72%	72	-9.51%
Block Average	—	81.03%	78.00	77.36%	72.60	-3.67%

### Evidence & Close Reading

	18a	92.31%	78	93.15%	73	0.84%
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Teaching Lab 2019-2020 Report	18b	98.72%	78	100.00%	73	1.28%
	18c	65.38%	78	67.12%	73	1.74%
Breakdown by Content Knowledge	18d	73.08%	78	56.94%	72	-16.13%
Matched Analysis	19	66.67%	78	68.49%	73	1.83%
Overall Improvement for Each Question						
Block Average	—	79.23%	78.00	77.14%	72.80	-2.09%

### Building Knowledge

	20	78.21%	78	75.34%	73	-2.86%
	21	83.33%	78	84.93%	73	1.60%
Block Average	—	80.77%	78.00	80.14%	73.00	-0.63%

### Supporting Students with Unfinished Learning

	22	87.18%	78	91.78%	73	4.60%
	23a	91.03%	78	89.04%	73	-1.98%
	23b	73.08%	78	69.86%	73	-3.21%
	23c	62.82%	78	56.16%	73	-6.66%
	23d	50.65%	77	63.01%	73	12.36%
Block Average	—	72.95%	77.80	73.97%	73.00	1.02%
Average	—	74.15%	78.00	73.11%	73.00	-1.03%

## Overall Improvement for Each Question

ELA

Here's what ELA looks like by question:  
**Teaching Lab 2019-2020 Report**

<b>ELA Scores in Fall vs. Spring</b>						
Breakdown by Content Knowledge						
Matched Analysis	Question	Fall	n1	Spring	n2	Improvement
Overall Improvement for Each Question	12a	81.76%	1047	81.67%	240	-0.09%
	12b	84.72%	1047	80.75%	239	-3.97%
	12c	30.02%	1046	41.84%	239	11.82%
	12d	34.10%	1047	39.33%	239	5.23%
	13	32.06%	1048	51.67%	240	19.61%
	14a	31.07%	1046	32.50%	240	1.43%
	14b	76.20%	1046	86.25%	240	10.05%
	14c	61.19%	1046	52.92%	240	-8.27%
	14d	56.21%	1046	67.08%	240	10.87%
	15	31.66%	1014	67.31%	208	35.65%
	16	61.83%	1014	70.19%	208	8.36%
	17a	72.90%	1022	76.58%	222	3.68%
	17b	79.75%	1022	77.38%	221	-2.37%
	17c	50.68%	1022	65.00%	220	14.32%
	17d	31.93%	1021	46.82%	220	14.89%
	18a	80.89%	989	87.96%	191	7.07%
	18h	95.75%	989	99.47%	190	3.72%

	188	57.23%	989	66.67%	189	9.44%
Teaching Lab 2019-2020 Report	188	57.23%	989	66.67%	189	9.44%
Breakdown by Content Knowledge	188	45.70%	989	59.79%	189	14.09%
Matched Analysis	19	59.96%	989	69.11%	191	9.15%
Overall Improvement for Each Question	20	36.50%	1022	71.30%	223	34.80%
	21	70.27%	989	82.72%	191	12.45%
	22	73.16%	1021	86.10%	223	12.94%
	23a	85.74%	989	90.58%	191	4.83%
	23b	74.04%	986	75.40%	187	1.36%
	23c	49.95%	987	53.48%	187	3.53%
	23d	51.01%	986	60.43%	187	9.41%
Average	—	59.12%	1,017.00	68.16%	215.00	9.04%

## Math

Here's what math improvement over time looks like by question

Math Scores in Fall vs. Spring						
	Question	Fall	n1	Spring	n2	Improvement
	24a	80.75%	187	82.54%	63	1.79%
	24b	90.91%	187	92.06%	63	1.15%
	24c	10.70%	187	12.70%	63	2.00%

	Teaching Lab 2019-2020 Report					
	24d	27.27%	187	28.57%	63	1.30%
Breakdown by Content Knowledge	25	90.37%	187	90.48%	63	0.10%
Matched Analysis	26a	99.47%	187	98.41%	63	-1.05%
Overall Improvement for Each Question	26b	93.01%	186	91.94%	62	-1.08%
	26c	94.59%	185	90.32%	62	-4.27%
	26d	93.51%	185	91.94%	62	-1.58%
	27	96.79%	187	92.06%	63	-4.73%
	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
	30a	96.69%	181	91.80%	61	-4.88%
	30b	92.82%	181	90.16%	61	-2.65%
	30c	40.00%	180	55.74%	61	15.74%
	30d	87.78%	180	93.44%	61	5.66%
	31a	77.65%	179	78.33%	60	0.68%
	31b	93.33%	180	95.08%	61	1.75%
	31c	62.01%	179	75.00%	60	12.99%
	31d	68.16%	179	76.27%	59	8.11%
	32	59.67%	181	54.10%	61	-5.57%
Average	—	75.60%	182.00	77.65%	62.00	1.07%

Average — 75.00% 165.00 77.05% 62.00 1.97%

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## Teaching Lab 2019-2020 Report


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Breakdown by Content Knowledge

Matched Analysis

Return to Website (<https://www.teachinglab.org/>)  
Overall Improvement for Each Question

*[info@teachinglab.org](mailto:info@teachinglab.org)*

 (<https://twitter.com/teachinglabhq?lang=en>)

 (<https://www.linkedin.com/company/teaching-lab/mycompany/>)

 (<https://www.facebook.com/teachinglabhq/>)