

Brettlewn by Confent Knowledgeb 2019-2020 Report Overall Improvement for Each Question

Breakdown by Matched Teacher

Breakdown by Content Knowledge

EL Table

		EL Scores	s in Fall v	s. Spring		
	Question	Fall	n ₁	Spring	n ₂	Improvement
ELA Gener	al 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%
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%
	15	31.66%	1014	67.31%	208	35.65%
Text Comp	olexity					

Teach	ing Lab 2019-2	020 Report	es in Fall v	s. Spring		
	16	61.83%	1014	70.19%	208	8.36%
	n by Content K 17a provement for	72.90%	1022	76.58%	222	3.68%
	17b n by Matched T		1022	77.38%	221	-2.37%
	17c	50.68%	1022	65.00%	220	14.32%
	17d	31.93%	1021	46.82%	220	14.89%
Evidence &	Close Reading	g				
	18a	80.89%	989	87.96%	191	7.07%
	18b	95.75%	989	99.47%	190	3.72%
	18c	57.23%	989	66.67%	189	9.44%
	18d	45.70%	989	59.79%	189	14.09%
	19	59.96%	989	69.11%	191	9.15%
Building Kr	nowledge					
	20	36.50%	1022	71.30%	223	34.80%
	21	70.27%	989	82.72%	191	12.45%
Supporting	Students with	n Unfinishe	d Learning			
	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%

Teach	•	-2020 Report L Scores i	n Fall	vs. Spr	ina	
	n by Content Question		n1	Spring	n2	Improvement
Estrea Geon	enal Mand	arda nand Shi	fts			
	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%
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Fluency						
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	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%
Text Con	nplexity					
	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%

Teach	in g La b 2	2019-2 940 Reβ ør	1021	46.82%	220	14.89%
Eyidence Breakdow	& Clos	e Reading tent knowledge				
		ent for a chayes	tion 989	87.96%	191	7.07%
Breakdow	n by Mat 18b	ched Teacher 95.75%	989	99.47%	190	3.72%
	18c	57.23%	989	66.67%	189	9.44%
	18d	45.70%	989	59.79%	189	14.09%
	19	59.96%	989	69.11%	191	9.15%
Building	Knowle	edge				
	20	36.50%	1022	71.30%	223	34.80%
	21	70.27%	989	82.72%	191	12.45%
Supporti	ng Stud	dents with Un	finished L	earning		
	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%
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Average	_	59.12%	1,017.00	68.16%	215.00	9.04%

Math Table

	Question	Fall	n_1	Spring	n_2	Improvemen
General S	wn by Content K tandards & Shi mprovement for	fts				
Breakdo	wn ² 5y ^a Matched 1	eacher ^{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%
	24d	27.27%	187	28.57%	63	1.30%
	25	90.37%	187	90.48%	63	0.10%
Math Min	dsets & Identiti	es				
	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%
Principles	of Math Equita	ible Instructio	n			
	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
Supportin	ng Students witl	n Unfinished	Learning	Ţ)		
	30a	96.69%	181	91.80%	61	-4.889
	30b	92.82%	181	90.16%	61	-2.65%
	30c	40.00%	180	55.74%	61	15.749
	30d	87.78%	180	93.44%	61	5.669

Teachir	ng Lab 2019-2020	lath Casus				
i cuciiii	ig Lab 2019-2020	Report Pro	s in Fall	vs. Spring	5	
	31a	77.65%	179	78.33%	60	0.68%
	n by Content Knov 31b provement for Ea	93.33%	180	95.08%	61	1.75%
Breakdown	31c by Matched Tea	62.01% cher	179	75.00%	60	12.99%
	31d	68.16%	179	76.27%	59	8.11%
Math Learni	ng Goal					
	32	59.67%	181	54.10%	61	-5.57%
Average	_	75.68%	183.00	77.65%	62.00	1.97%

	Mat	h Score	s in Fa	ıll vs. Sp	oring	
	Question	Fall	n1	Spring	n2	Improvement
Genera	l Standards	& Shifts				
	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%
	24d	27.27%	187	28.57%	63	1.30%
	25	90.37%	187	90.48%	63	0.10%
Math M	findsets & Id	dentities				
	26a	99.47%	187	98.41%	63	-1.05%
	26b	93.01%	186	91.94%	62	-1.08%

Teachi	ng Lab 20 260	019-20 30 Repo rt	185	90.32%	62	-4.27%
Breakdowr	n 2/6¢ bnt	ent Kn 90 le51}%	185	91.94%	62	-1.58%
	27	nt for Each Questi 96.79% hed Teacher	on 187	92.06%	63	-4.73%
Principle	s of Ma	ath Equitable	Instruct	ion		
	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
Supporti	ng Stud	dents with Un	finished	Learning	9	
	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%
Math Lea	arning (Goal				
	32	59.67%	181	54.10%	61	-5.57%
Average	_	75.68%	183.00	77.65%	62.00	1.97%

Overall Improvement for Each Question

Breakdown by Content Knowledge

EL

Overall Improvement for Each Question

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		s in Fall v			
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18a	80.89%	989	87.96%	191	7.07%

Teach	ing Lab 2019-20	20 Keporte	s in Fall v	s. Spring		
	18b	95.75%	989	99.47%	190	3.72%
	n by Content Kr 18c provement for	57.23%	989 on	66.67%	189	9.44%
	18d n by Matched T	=	989	59.79%	189	14.09%
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	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%

Question Key for EL

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?
12d	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?

Number Tea	ching Lab 2019-2020 Report Question
1.40	Which of the following statements are true about the relationship between own by Content Knowledge
Oyerall 14b Breakdo	Imp iwherherftthe fediciving state ments are true about the relationship between reading fluency and reading comprehension, and which are false? own by Matched Teacher
14c	Which of the following statements are true about the relationship between reading fluency and reading comprehension, and which are false?
14d	Which of the following statements are true about the relationship between reading fluency and reading comprehension, and which are false?
15	Which of the following is NOT an effective strategy for improving student fluency?
16	Which of the following is the single biggest differentiator of college and career-readiness?
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
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
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
18a	Which of the following statements are true about reading the same complex text multiple times?
18b	Which of the following statements are true about reading the same complex text multiple times?
18c	Which of the following statements are true about reading the same complex text multiple times?
18d	Which of the following statements are true about reading the same complex text multiple times?

Numbe Te	r aching Lab 2019-2020 Report Question
19 Breako	Which of the following describes something students might do during close down by Content Knowledge reading of complex texts?
	ll Imp McerRichafolsEstchlenteshave a range of reading proficiency and knowledge about the food chain. When reading a grade-level complex text about this topic, down by Matched Teacher 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?
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?
23a	Which of the following describe strategies for supporting struggling readers, and which do not?
23b	Which of the following describe strategies for supporting struggling readers, and which do not?
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

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

	Math Score	s in Fall	vs. Spring		
Question	Fall	n ₁	Spring	n ₂	Improvement
24a	80.75%	187	82.54%	63	1.79%

	24b	90.91%	187	92.06%	63	1.159
	n by Content Knov 24c provement for Eac	10.70%	187	12.70%	63	2.00
	24d n by Matched Teac	-	187	28.57%	63	1.30
	25	90.37%	187	90.48%	63	0.10
	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
	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	_	75.68%	183.00	77.65%	62.00	1.97

Teaching Lab 2019-2020 Report Question Key for Math

Breakd Number	own by Content Knowledge Question
Overall	Improvement for Each Question
	Which of the following statements describe math instructional shifts, and which own by Matched Teacher 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?
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?

Number	Question Question
30h	A teacher can take several different approaches to identify unfinished learning lown by Content knowledge
Qyeral 30c Breako	l Impl evehemafoitalacheveestidiff erent approaches to identify unfinished learning for students. Which of the following are actions they should take? lown by Matched Teacher
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?

Breakdown by Matched Teacher

Return to Website (https://www.teachinglab.org/)

info@teachinglab.org

(https://twitter.com/teachinglabhq?lang=en) Teaching Lab 2019-2020 Report (https://www.linkedin.com/company/teaching-lab/mycompany/)

f (https://www.facebook.com/teachinglabhq/)

Breakdown by Content Knowledge

Overall Improvement for Each Question

Breakdown by Matched Teacher