Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

Teaching Lab 2019-2020 Report

Breakdown by Content Knowledge

EL Table

EL Scores in Fall vs. Spring						
	Question	Fall	n_1	Spring	n_2	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%
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 Complexity						

EL Scores in Fall vs. Spring

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

	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%
Evidence & Close Reading						
	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 Knowledge						
	20	36.50%	1022	71.30%	223	34.80%
	21	70.27%	989	82.72%	191	12.45%
Supporting Students with Unfinished 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%

EL Scores in Fall vs. Spring

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

	Question	Fall	n1	Spring	n2	Improvement
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	12a	81.76%	1047	81.67%	240	−0.09%
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	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 Complexity						
	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%

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

	17d	31.93%	1021	46.82%	220	14.89%
Evidence & Close Reading						
	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%
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	23d	51.01%	986	60.43%	187	9.41%
Average	—	59.12%	1,017.00	68.16%	215.00	9.04%

Math Table

Math Scores in Fall vs. Spring

Breakdown by Content Knowledge
General Standards & Shifts
Overall Improvement for Each Question
Breakdown by Matched Teacher

	Question	Fall	n_1	Spring	n_2	Improvement
General 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 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%
Principles of Math Equitable Instruction						
	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
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%

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

	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 Learning Goal						
	32	59.67%	181	54.10%	61	−5.57%
Average	—	75.68%	183.00	77.65%	62.00	1.97%

Math Scores in Fall vs. Spring

	Question	Fall	n1	Spring	n2	Improvement
General 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 Mindsets & Identities						
	26a	99.47%	187	98.41%	63	−1.05%
	26b	93.01%	186	91.94%	62	−1.08%

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

	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 Equitable Instruction						
	28	79.14%	187	85.71%	63	6.57%
	29	54.70%	181	63.93%	61	9.24%
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%
	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%
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Math Learning 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
Overall Improvement for Each Question
Breakdown by Matched Teacher

EL

Here's what EL looks like by question:

EL Scores in Fall vs. Spring

	Question	Fall	n_1	Spring	n_2	Improvement
	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%
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	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%

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

EL Scores in Fall vs. Spring

	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%
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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?

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

Number	Question
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 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?
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?

Number	Question
19	Which of the following describes something students might do during close reading of complex texts?
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?
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?

Breakdown by Content Knowledge
Overall Improvement for Each Question
Breakdown by Matched Teacher

Math

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

Math Scores in Fall vs. Spring

	Question	Fall	n_1	Spring	n_2	Improvement
	24a	80.75%	187	82.54%	63	1.79%

Breakdown by Content Knowledge
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Math Scores in Fall vs. Spring

	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%
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	29	54.70%	181	63.93%	61	9.24%
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	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%

Question Key for Math

Breakdown by Content Knowledge
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Breakdown by Matched Teacher

Number	Question
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?
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
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?

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Overall Improvement for Each Question

Breakdown by Matched Teacher