

# From Blooms to Benchmarks to Remediation

Presented by  
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## Purpose

- ▶ Systemic, school-wide approach to focusing on essential learning
- ▶ Facilitation of Professional Learning Communities at its best
- ▶ Provides avenue for Best Practices
- ▶ Provides for Reflection
- ▶ Provides for Professional Growth
- ▶ Ensures student learning!

## Berkeley Middle School

- ▶ BMS is comprised of nearly 1,100 students in grades 6-8.
- ▶ The population is about 60% F/R lunch.
- ▶ The area is very rural and diverse.
- ▶ The teaching staff has had little turnover.

## Background

- ▶ Identified need
  - BMS was within .1% of becoming an unsatisfactory school
  - Standards were not driving instruction
  - Assessment was "of learning" and not "for learning"
  - Plan your work; work your plan

## Year One

- Contracted service to observe classroom instruction to determine if teachers were teaching the standards and at the appropriate cognitive level
- Common planning
- Understanding the standards and their cognitive level- whole faculty professional development
- Revised lesson plan format to include reflection piece
- Establishing benchmarks in one subject area – science
- Data Notebooks/Conferences

## Year Two

- Professional Development on building common assessments to the cognitive level of the standards
- Establishing benchmarks every quarter with every core subject
- Data Notebooks
- Analyses of benchmarks
- Remediation Plans
- Reflections became teacher-centered (meaning, what the teacher did and can do versus what the students did not do).

## Year Three

- ▶ Quarterly Benchmarks and analyses
- ▶ Teacher reflections
- ▶ Remediation Plans
- ▶ Student-led conferences
- ▶ Item Analyses to revise
- ▶ Data Notebook Conferences
- ▶ Weekly Analyses for immediate remediation
- ▶ Continued Professional Development

## Are We Blooming?

- ▶ Analyze the cognitive level of the standards.
  - Level 1: Remembering
  - Level 2: Understanding
  - Level 3: Applying
  - Level 4: Analyzing
  - Level 5: Evaluating
  - Level 6: Creating

## SC Curriculum Standards 6<sup>th</sup> Grade Science

- ▶ Science 6.3.5 Illustrate animal behavioral responses (including hibernation, migration, defense, and courtship) to environmental stimuli.

Taxonomy level: Understand

## SC Curriculum Standards 7<sup>th</sup> Grade Social Studies

- ▶ 7-1.3 Compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies.

Taxonomy Level: Analyzing

## SC Curriculum Standards

- ▶ 7-3.4 Interpret the connotations of words to understand the meaning of a given text.

Taxonomy Level: Evaluating

## Commercially-Produced Tests?

- ▶ Analyze the commercially-produced assessments that come with the textbooks.
- ▶ Determine the taxonomy level presented in the questions.
- ▶ Share Results

## Examples...

Question	Bloom's	Aligned

## Pick Your Non-Negotiables!



## Practice! Practice! Practice!

- ▶ Questions must be designed to reflect the format of the PASS test in order for students to be comfortable and skilled in taking the state test.
- ▶ Formative assessments can be varied throughout units; however, students need practice!

## Formatting Questions

- ▶ be short—wording is simple and clear
- ▶ have the omission at the end of the end or near the end of the stem for incomplete statements OR be written as a question with a question mark at the end
- ▶ be formatted so that each option has its own line (list options vertically with each answer choice on its own line)
- ▶ have numbers for the questions and letters for the answer options

## Formatting Questions cont.

- ▶ use diverse names from a variety of cultures
- ▶ have punctuation and grammar that matches the answer options
- ▶ have a reading level at least 1 grade level below
- ▶ should not include repetition of words in the stem and correct response

## Answer Choices

- ▶ be arranged in a logical order (alphabetically, numerically, chronologically, shortest to longest, longest to shortest)
- ▶ should be believable to a student who lacks the knowledge to answer the question
- ▶ not overlap
- ▶ should be of equal or near equal length

## Answer Choices cont.

- ▶ incomplete sentence answer options should all begin with a lower case letter except in the case of proper nouns and have punctuation at the end of each option
- ▶ all should be parallel in language structure
- ▶ independent and mutually exclusive of other answer options
- ▶ should not have answer options in a pattern
- ▶ should not contain the exact wording in the textbook (makes the item remember level question)

## Answer Choices cont.

- ▶ all answer options begin with a capital letter or all begin with a lower case letter (consistency is the key)
- ▶ should not provide the answers to other questions
- ▶ should not provide clues involving grammar or lengthy answer choice options
- ▶ Pictures, Graphics, Illustrations, Charts, Graphs
- ▶ centered on the page (L/R orientation) above the stem

## Creating Assessments

- ▶ Use same set of standards.
- ▶ In groups, create 2 questions that are aligned to 2 different levels of Bloom's.
- ▶ Questions must be multiple choice, like the PASS test.
- ▶ Report out.
- ▶ Be sure to write the standard and indicator above the question.

## Gallery Walk

- ▶ You will walk around the room to examine the created questions.
- ▶ You will place a green tab on the questions you feel are aligned to the cognitive level of the standard.
- ▶ You will place a pink tab on the questions you feel are not aligned.

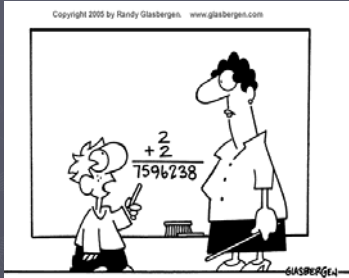
## Analyses of Benchmarks

Standard	Block 1	Block 2	Block 3	Block 4
1.1 Inference	96% 25	100% 20	95% 17	94% 19
1.2 POV	79% 24	96% 12	57% 15	83% 13
1.4 Character	64% 16	64% 10	48% 12	67% 15
1.4 Conflict	88% 25	100% 18	86% 16	89% 15
1.5 F/F	73% 24	96% 15	71% 11	61% 13
1.5 Symbolism	90% 25	100% 18	86% 15	83% 18
1.5 Tone/Mood	81% 17	88% 10	48% 12	56% 8
3.1 Context Clue	86% 25	100% 18	86% 14	78% 16
# tested	25	21	10	20

## Another Format

VMills - Quarter 1 Benchmark Data & Analysis																																																																								
KEY: STANDARD MASTERED (6/10) STANDARD NOT MASTERED																																																																								
STANDARDS	BLOCK 1					BLOCK 2					TOTAL																																																													
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# What Kind of Questions Would You Ask?



"In an increasingly complex world, sometimes old questions require new answers."

- ▶ The teachers meet in their PLC's to discuss which standards they taught well and which ones they need to examine further.
- ▶ Best Practices conversations ensue.
- ▶ Remediation Plans are developed to focus on specific students and specific skills.

## Remediation Plan for Melissa Piercy

During the first nine weeks we discovered that the initial pacing guide did not allow for effective presentation or teaching of our math material. Students were not making connections with the material or retaining what they were learning. By the time we were able to create a new pacing guide we had lost nine weeks of instruction. With the time crunch I have not set aside specific remediation for certain standards on specific days. What I have put in place is class remediation when we get to a new skill that requires the use of the standard(s) not mastered on the benchmark. I will conduct a mini-lesson on the standard not mastered previously. Carrying out the remediation this way seems to work best for my students. They are able to see how the specific standard connects with another standard.

Below are additional forms of remediation that I have been providing to address all seventh grade math standards:

- Students are allowed to make-up test/quiz corrections (with my help or on their own)
- Students are assigned working lunches where they receive extra help from me on any missing assignment or assignments with low scores.
- Multiplication Freney during recess to help students with their multiplication facts
- I have stand-up white boards that allow students to stand and work during individual work time.
- I offer tutoring before school and after school.
- Day specific remediation for whole class or individuals when necessary.
- Exit Slips to check immediate understanding
- Use of foldables for notes and studying purposes
- Take home quizzes for immediate teacher feed back

## Item Analyses

Item Analysis Summary  
D Thomas  
BMS

Item #	Correct	Incorrect	Correct %	Incorrect %	Correct %	Incorrect %	Correct %	Incorrect %
26	89.3%	3.6%	85.7%	0%	7.1%	0%		
27	78.0%	25.0%	0%	3.6%	14.3%	3.6%		
28	46.4%	55.5%	25%	14.3%	14.3%	0%		
29	82.1%	17.9%	82.1%	0%	0%	0%		
30	—	14.3%	3.6%	85.5%	25.6%	0%		
31	85.7%	3.6%	85.7%	7.1%	3.6%	0%		
32	82.7%	0%	82.7%	10.7%	0%			
33	—	1.4%	35.7%	25%	17.0%	0%		
34	82.1%	7.1%	7.1%	0%	85.1%	0%		
35	78.0%	3.6%	78.0%	10.7%	7.1%	0%		
36	—	21.4%	84.3%	14.3%	0%	0%		
37	82.1%	3.6%	10.7%	3.6%	82.1%	0%		
38	71.4%	7.1%	10.7%	10.7%	21.6%	0%		
39	87.0%	0%	14.3%	17.0%	87.0%	0%		
40	71.4%	10.7%	21.6%	14.3%	3.6%	0%		
41	82.1%	7.1%	7.1%	3.6%	82.1%	0%		
42	84.3%	0%	84.3%	32.1%	3.6%	0%		
43	82.0%	3.6%	3.6%	3.6%	0%	0%		
44	75%	7.1%	10.7%	22%	7.1%	0%		
45	85.7%	85.7%	3.6%	0%	10.7%	0%		
46	84.3%	84.3%	3.6%	17.0%	14.3%	0%		

## Question Analysis: Change Over Time 1<sup>st</sup> Quarter Benchmark

Question #	Percentage missed	Standard	Question type	Taxonomy level	Reason
2	34%	2.2	Vocabulary: carbon film fossil	Matched 2.4-B	Term
6	46	■	Interpret diagram	Matched 2.4-B	Hard to read diagram increased frustration
8	41	■	Infer cause and effect	Matched 2.4-B	Plausible answer of A though not best answer
11 S b4	61	■	Explain reasoning for hypothesis(cause and effect)	Matched 2.7-B	Answers on separate page from question (vaporized in choice B)
14	47	2.2	Vocabulary: Permineralized	Matched 2.4-B	Term
25 D all S b4	48	2.7	(cause and effect)	Matched 2.7-B	Poorly written answer choice MUST CHANGE
28	49	2.2	Vocabulary: cast	Matched 2.4-B	Term
30	31	2.7	(cause and effect)	Matched 2.7-B	Did not know location of Yellowstone so unable to infer effect. MUST CHANGE
33 D all S b 2,3	45	2.1	Cause and effect	Matched 2.7-B	Did not understand the question teach information better. MUST CHANGE
36 D b1,4 S b2,4	50	■	Infer adaptation to fit environment	Does not match 2.2-B	MUST CHANGE
37 S b2	74	2.1	Vocabulary: adaptation	Matched 2.7-B	Terms



"I always knew I'd amount to something. I guess I should have been more specific!"

## Focused Remediation



## What Teachers Have To Say...

- ▶ "I didn't like it at first. In fact, I really didn't want to do it, but I am glad I did. It is the best thing I have done as a teacher!" –
  - L. Jones, 20+ year veteran and SS Dept. Chair
- ▶ "This is the first time I have understood how PLC's help me."
  - B. Thomas, 34 year veteran

- ▶ "I really like the planning together and figuring out what works for my students. I feel I am making real progress."
  - D. Browne, 28 year veteran
- ▶ "I just want you to know. I was not happy with my 4<sup>th</sup> block results! It is not acceptable to me when less than 70% show mastery. It is personal!"
  - D. Shuler, 15 year veteran
- ▶ "I like working with the other teachers. I don't feel like I am doing this alone."
  - M. Piercy, 3 year veteran

Questions???

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