

Standards Analysis Whole-Class Instruction: What standards warrant more time for whole-class instruction, re-teaching and review?	Analysis of Why Students Did Not Learn the Standard	Instructional Plan—What Techniques Will You Use to Address These Standards
<p>#7 Students Answering Correctly: 21%</p> <p>MA.912.GR.2.6: Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.</p>	<ul style="list-style-type: none"> <li>- Difficulty with understanding that a negative (-) y is a reflection on the x-axis (negative y)</li> <li>- Format and wording of Part B</li> <li>- Utilizing resources such as graph paper</li> <li>- Combining two rules of translate and reflect into one step</li> <li>- Understanding congruent and similar (symbols)</li> </ul>	<ul style="list-style-type: none"> <li>- Use released test items within instruction to show different formats of questions and get students comfortable with wording</li> <li>- Practice graphing</li> <li>- Giving them the answer and having students show/explain how</li> <li>- Explain how to get the new coordinates each step of the process</li> </ul>
<p>#13 Students Answering Correctly: 21%</p> <p>MA.912.GR.6.2: Solve mathematical and real-world problems involving the measures of arcs and related angles.</p>	<ul style="list-style-type: none"> <li>- Solving for x instead of answering the question of solving for the angle</li> <li>- Setting up the equation wrong because they don't know the theorem</li> <li>- Setting them equal to each other</li> <li>- Solving algebraic incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>- Solving equations</li> <li>- Give problems with central and inscribed angle together</li> <li>- Go back and make sure answering the questions being asked; go to the end of the question first</li> </ul>
<p>#28 Students Answering Correctly: 22%</p> <p>MA.912.GR.4.6: Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.</p>	<ul style="list-style-type: none"> <li>- The wording of the answer choices.</li> <li>- Utilizing 2 formulas on the reference sheet.</li> <li>- Incorrectly using the order of operations.</li> <li>- A. didn't include Area of Base</li> <li>- B. looking at as a rectangular pyramid</li> </ul>	<ul style="list-style-type: none"> <li>- Perseverance, multi-step, real-world, test taking strategies</li> <li>- Use as a teaching moment to show correct ways to enter responses in calculator</li> </ul>

Standards Analysis Whole-Class Instruction: What standards warrant more time for whole-class instruction, re-teaching and review?	Analysis of Why Students Did Not Learn the Standard	Instructional Plan—What Techniques Will You Use to Address These Standards
<p>#2 Students Answering Correctly: 23%</p> <p>MA.912.GR.3.3: Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.</p>	<ul style="list-style-type: none"> <li>- Understanding ratios</li> <li>- Finding distance between 2 points</li> <li>- Slope</li> <li>- y-coordinate</li> <li>- negatives</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on what questions is asking</li> <li>- Labeling vertices</li> <li>- Reasonableness of solutions (distance can't be negative)</li> </ul>
<p>#27 Students Answering Correctly: 23%</p> <p>MA.912.GR.1.5: Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.</p>	<ul style="list-style-type: none"> <li>- Definitions of congruent and equal (symbols)</li> <li>- A. and B. assumed everything is congruent</li> <li>- Only chose 1 versus Select All</li> <li>- Definition of trapezoid</li> <li>- Definition of midsegment</li> </ul>	<ul style="list-style-type: none"> <li>- Have more multi-select problems so students get use to format</li> </ul>
<p>#12 Students Answering Correctly: 24%</p> <p>MA.912.GR.3.2: Given a mathematical or real-world context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.</p>	<ul style="list-style-type: none"> <li>- Utilizing the slope formula incorrectly (y2 and y1, x2 and x1, x on top, y on bottom)</li> <li>- Perseverance</li> <li>- Choosing skewed because <math>\frac{1}{4}</math> not opposite of -4</li> <li>- Lacking background knowledge of terms (reciprocal)</li> <li>- Understanding rules of perpendicular and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>- Teach correct use of slope formula</li> <li>- Labeling x1, y1, x2, y2</li> <li>- Graphing to help visualize</li> </ul>

Standards Analysis Whole-Class Instruction: What standards warrant more time for whole-class instruction, re-teaching and review?	Analysis of Why Students Did Not Learn the Standard	Instructional Plan—What Techniques Will You Use to Address These Standards
<p>#8 Students Answering Correctly: 25%</p> <p>MA.912.GR.6.2: Solve mathematical and real-world problems involving the measures of arcs and related angles.</p>	<ul style="list-style-type: none"> <li>- More than one variable</li> <li>- Missing the statement at the top</li> <li>- Lack of application of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Start with concrete and move to abstract (use number values and then move to variables)</li> </ul>
<p>#25 Students Answering Correctly: 26%</p> <p>MA.912.GR.1.6: Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.</p>	<ul style="list-style-type: none"> <li>- Not drawing a picture</li> <li>- Not knowing definition of similar</li> <li>- Not setting up the ratios correctly for the proportion</li> <li>- Use of scale factor incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching moment to pay attention to different units</li> <li>- Solving and setting up ratios</li> </ul>
<p>#44 Students Answering Correctly: 26%</p> <p>MA.912.GR.2.3: Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.</p>	<ul style="list-style-type: none"> <li>- Format/layout of the question, scrolling back-and-forth</li> <li>- Wording of the question</li> <li>- Missing the "units down" in Step 2</li> <li>- Missing the "centered at the origin" in Step 3</li> <li>- Not knowing the scale factor of 1</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching and talking about scale factor of 1 (what would it look like?)</li> <li>- Knowing that the scale factor of 1 is congruent and similar</li> </ul>