Date: 10/9/2020

School/Department: Gifford Middle

**Action Step #
and Description:**
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

1.12 Progress Monitoring

Explanation of Evidence:

Teachers use the Problem-Solving Worksheets after administering the Unit Assessment for each subject. The Problem-Solving Worksheet will allow teachers to identify standards in which students show deficiency, this will provide data to drive instruction and help monitor student academic needs.

Results of Action Taken:

HOW WILL THE SUBJECT AREA TEACHERS RE-TEACH THE SKILLS/CONCEPTS/PROCESSES DEFINED BY THE TARGETED STANDARD, WITHIN THEIR CURRENT CURRICULUM, TO ENSURE STUDENT MASTERY:
ELA: Through the instruction with the Close Reader, Dolphin Dive in exercises, Newsela Articles iReady Lessons.
CIVICS: Teachers can reteach the material with the help of www.flstudents.org tutorials in addition teachers can identify the questions students missed and give additional support using warm up questions and exit tickets. Teachers can reteach and re-assess students on chapter tests. Teachers will give students reports on how they performed on the Unit Assessment, the report shows the standard and the percent correct.

Reflection:

Civics-Unit Assessment   #1 AFRICAN AMERICAN UNIT ASSESSMENT PERCENT PASS 49% Pass
6th-ELA Unit Assessment #1 AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS 39% Pass
7th-ELA Unit Assessment #1 AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS 38% Pass
8th-ELA Unit Assessment #1 AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS 49% Pass

GIFFORD MIDDLE SCHOOL

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

COURSE / SUBJECT / GRADE LEVEL:		6TH ELA	
TEAM MEMBERS:		Colley , Knight, Hutchinson	
DATE:	Sept. 24, 2020	UNIT ASSESSMENT:	1

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2019-2020	GMS PERCENT PROFICIENT 2019-2020
RI 1.2	Key Ideas and Details	1,3,6	54.7%	56%
	REPORTING CATEGORY 2018-2019 FSA RESULTS		SDIRC PERCENT CORRECT 2019-2020	SDIRC PERCENT PROFICIENT 2019-2020
			63.4%	62%
PAST ASSESSMENT DATA				
GMS UNIT ASSESSMENTS PERCENT CORRECT 2018-2019				
SDIRC UNIT ASSESSMENTS PERCENT CORRECT 2018-2019				

DEFINE THE TARGETED STANDARD
Students will be able to determine central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD
🐬 Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey theme or central idea and not the manner in which the author handles them. Items may ask the student to summarize all or part of the text.

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

ASSESSMENT ITEM AND STUDENT REPONSE ERROR ANALYSIS			
ASSESSMENT ITEM NUMBER	PERCENT GMS ANSWERED CORRECTLY	PERCENT SDIRC ANSWERED CORRECTLY	IDENTIFY STUDENT GAPS IN KNOWLEDGE AND/OR REASONING WHICH LEAD MAY HAVE LEAD TO INCORRECT ASSESSMENT ITEM RESP *PLEASE BE SPECIFIC*
#7	55%	63%	
#7			

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

HYPOTHESIS:

ADDRESS POTENTIAL DOMAINS OF CURRICULUM, INSTRUCTION, ENVIRONMENT, AND/OR LEARNING.

CONSIDERING THE EVIDENCE GATHERED FROM INFORMAL OBSERVATION, FORMATIVE ASSESSMENT, AND ITEM ANALYSIS – WHAT SKILLS/CONCEPTS EMBEDDED WITHIN THE IDENTIFIED STANDARD ARE MOST LIKELY RESPONSIBLE FOR STUDENTS NOT MEETING EXPECTATIONS? *PLEASE STATE YOUR HYPOTHESIS.*
THE PROBLEM IS OCCURING DUE TO The sequence standard wasn't apart of unit 1 standards taught per the curriculum map. Also there wasn't enough exposures.

RESEARCH:

IDENTIFY SUPPORTING RESEARCH, RESEARCH-BASED INTERVENTIONS, OR EVIDENCE-BASED INSTRCTIONAL PRACTICES TO DRIVE AND SUPPORT THE PLANNING FUTURE INSTRUCTION TO INCREASE STUDENT ACHIEVEMENT ON THE TARGETED STANDARD?
YOU DO NOT HAVE TO COMPLETE THIS SECTION

INSTRUCTIONAL ACTION PLAN:

HOW WILL SUBJECT AREA TEACHERS RE-TEACH THE SKILLS/CONCEPTS/PROCESSES DEFINED BY THE TARGETED STANDARD, WITHIN THEIR CURRENT CURRICULUM, TO ENSURE STUDENT MASTERY?
The standard will be taught in quarter 3 per the curriculum map. In the meantime teacher will sensitize students to the standard via small activities and worksheets. By the time we get to the standard in January they will be familiar with the standard and all other teaching strategies used will deepen their knowledge.
STATE THE TIMELINE FOR ACTION PLAN IMPLEMENTATION (DATES/WEEKS/LESSONS)
January 2021

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

MONITORING OF TARGETED STANDARD:
DEFINE ADDITIONAL MEASURES TO BE USED TO MONITOR STUDENT ACHIEVEMENT

ASSESSMENT WINDOW DATES OF DISTRICT UNIT COMMON ASSESSMENTS ON TARGET STANDARD	
UNIT NUMBER: #3, #6	☐ CHECK THE BOX IF THE STANDARD IS NOT ASSESSED ON FUTURE DISTRICT UNIT COMMON ASSESSMENTS.
ASSESSMENT WINDOW: Oct. 12-Nov. 13 Feb. 8-March 12	
SUBJECT AREA PROGRESS MONITORING (MINI-ASSESSMENT/FORMATIVE ASSESSMENT)	
TYPE OF ASSESSMENT:	
DATE OF ASSESSMENT ADMINISTRATION:	

GIFFORD MIDDLE SCHOOL

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

COURSE / SUBJECT / GRADE studdLEVEL:	7TH ELA	
TEAM MEMBERS:	Hutchinson, Taylor, Hodges	
DATE:	Sept. 24, 2020	UNIT ASSESSMENT:	1

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2019-2020	GMS PERCENT PROFICIENT 2019-2020
RL1.1	Key ideas and Details	1,2,5	39%	40%
	REPORTING CATEGORY 2018-2019 FSA RESULTS		SDIRC PERCENT CORRECT 2019-2020	SDIRC PERCENT PROFICIENT 2019-2020
			42%	42%

PAST ASSESSMENT DATA
GMS UNIT ASSESSMENTS PERCENT CORRECT 2018-2019
SDIRC UNIT ASSESSMENTS PERCENT CORRECT 2018-2019

DEFINE THE TARGETED STANDARD
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD
⚐ Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should ask for several pieces of evidence

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

ASSESSMENT ITEM NUMBER	PERCENT GMS ANSWERED CORRECTLY	PERCENT SDIRC ANSWERED CORRECTLY	ASSESSMENT ITEM AND STUDENT REPONSE ERROR ANALYSIS
			IDENTIFY STUDENT GAPS IN KNOWLEDGE AND/OR REASONING WHICH LEAD MAY HAVE LEAD TO INCORRECT ASSESSMENT ITEM RESP *PLEASE BE SPECIFIC*
#8	39%	42%	
#8			Students probably chose the answers in isolation rather than going back to read it in context. Students would have to have ar what the feelings were to know that there was a change. They need to pay attention to the bolded word. They would need to bolded word is a text feature.

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

<u>HYPOTHESIS:</u>
ADDRESS POTENTIAL DOMAINS OF CURRICULUM, INSTRUCTION, ENVIRONMENT, AND/OR LEARNING.

CONSIDERING THE EVIDENCE GATHERED FROM INFORMAL OBSERVATION, FORMATIVE ASSESSMENT, AND ITEM ANALYSIS – WHAT SKILLS/CONCEPTS EMBEDDED WITHIN THE IDENTIFIED STANDARD ARE MOST LIKELY RESPONSIBLE FOR STUDENTS NOT MEETING EXPECTATIONS? *PLEASE STATE YOUR HYPOTHESIS.*
THE PROBLEM IS OCCURING DUE TO

<u>RESEARCH:</u>

IDENTIFY SUPPORTING RESEARCH, RESEARCH-BASED INTERVENTIONS, OR EVIDENCE-BASED INSTRCTIONAL PRACTICES TO DRIVE AND SUPPORT THE PLANNING FUTURE INSTRUCTION TO INCREASE STUDENT ACHIEVEMENT ON THE TARGETED STANDARD?
YOU DO NOT HAVE TO COMPLETE THIS SECTION

<u>INSTRUCTIONAL ACTION PLAN:</u>

HOW WILL SUBJECT AREA TEACHERS RE-TEACH THE SKILLS/CONCEPTS/PROCESSES DEFINED BY THE TARGETED STANDARD, WITHIN THEIR CURRENT CURRICULUM, TO ENSURE STUDENT MASTERY?
The students all chose "A" which was plausible but not the best choice. A strategy we can begin to implement is to teach students the "bottoms up" method; this is where they look at the answers from the bottom to the top and are using the process of elimination. We can further implement, annotating and revisiting text.
STATE THE TIMELINE FOR ACTION PLAN IMPLEMENTATION (DATES/WEEKS/LESSONS)
The projected timeline is three weeks as the next assessment is October 16-19, 2020

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

MONITORING OF TARGETED STANDARD:
DEFINE ADDITIONAL MEASURES TO BE USED TO MONITOR STUDENT ACHIEVEMENT

ASSESSMENT WINDOW DATES OF DISTRICT UNIT COMMON ASSESSMENTS ON TARGET STANDARD	
UNIT NUMBER: #2, #5	☐ CHECK THE BOX IF THE STANDARD IS NOT ASSESSED ON FUTURE DISTRICT UNIT COMMON ASSESSMENTS.
ASSESSMENT WINDOW: Sept. 21-Oct. 9 Jan. 5-Feb. 5	
SUBJECT AREA PROGRESS MONITORING (MINI-ASSESSMENT/FORMATIVE ASSESSMENT)	
TYPE OF ASSESSMENT:	
DATE OF ASSESSMENT ADMINISTRATION:	

GIFFORD MIDDLE SCHOOL

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

COURSE / SUBJECT / GRADE LEVEL:		8TH ELA	
TEAM MEMBERS:		Ellis, Browning, Hand	
DATE:	Sept. 24, 2020	UNIT ASSESSMENT:	1

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2019-2020	GMS PERCENT PROFICIENT 2019-2020
RI 1.2	Key ideas and Details	1,6,7	28.6%	29%
	REPORTING CATEGORY 2018-2019 FSA RESULTS		SDIRC PERCENT CORRECT 2019-2020	SDIRC PERCENT PROFICIENT 2019-2020
			32%	39%

PAST ASSESSMENT DATA
GMS UNIT ASSESSMENTS PERCENT CORRECT 2018-2019
SDIRC UNIT ASSESSMENTS PERCENT CORRECT 2018-2019

DEFINE THE TARGETED STANDARD
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD
Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine the central idea from a section of the text or from the entire text. Items may focus on how the central idea of the text relates to supporting ideas. Items may ask the student to distinguish fact from opinion. Items may ask students to summarize the text.

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

			ASSESSMENT ITEM AND STUDENT REPONSE ERROR ANALYSIS		
ASSESSMENT ITEM NUMBER	PERCENT GMS ANSWERED CORRECTLY	PERCENT SDIRC ANSWERED CORRECTLY	IDENTIFY STUDENT GAPS IN KNOWLEDGE AND/OR REASONING WHICH LEAD MAY HAVE LEAD TO INCORRECT ASSESSMENT ITEM RESP *PLEASE BE SPECIFIC*		
#4	28%	31%			
#4					

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

<u>HYPOTHESIS:</u>
ADDRESS POTENTIAL DOMAINS OF CURRICULUM, INSTRUCTION, ENVIRONMENT, AND/OR LEARNING.

CONSIDERING THE EVIDENCE GATHERED FROM INFORMAL OBSERVATION, FORMATIVE ASSESSMENT, AND ITEM ANALYSIS – WHAT SKILLS/CONCEPTS EMBEDDED WITHIN THE IDENTIFIED STANDARD ARE MOST LIKELY RESPONSIBLE FOR STUDENTS NOT MEETING EXPECTATIONS? *PLEASE STATE YOUR HYPOTHESIS.*
THE PROBLEM IS OCCURING DUE TO   - lack of knowledge of what type of information should go into a summary   - difference between retelling and summarizing   - the correct answer choice was an inference – students may not have made the connection that the law enforcement, conservation, and preservation were helping with the progress   - the correct answer choice stated "very slowly" – students may have interpreted that to mean not increasing   - answer choice D was chosen the most maybe because students interpret numbers as key details

<u>RESEARCH:</u>

IDENTIFY SUPPORTING RESEARCH, RESEARCH-BASED INTERVENTIONS, OR EVIDENCE-BASED INSTRCTIONAL PRACTICES TO DRIVE AND SUPPORT THE PLANNING FUTURE INSTRUCTION TO INCREASE STUDENT ACHIEVEMENT ON THE TARGETED STANDARD?
YOU DO NOT HAVE TO COMPLETE THIS SECTION

<u>INSTRUCTIONAL ACTION PLAN:</u>

HOW WILL SUBJECT AREA TEACHERS RE-TEACH THE SKILLS/CONCEPTS/PROCESSES DEFINED BY THE TARGETED STANDARD, WITHIN THEIR CURRENT CURRICULUM, TO ENSURE STUDENT MASTERY?
- through the instruction with the Close Reader   - Dolphin Dive In exercises   - newsela articles   - iReady lessons
STATE THE TIMELINE FOR ACTION PLAN IMPLEMENTATION (DATES/WEEKS/LESSONS)
- September 25 – both the reading and language arts departments have started unit 2 of the curriculum map   - reading teachers stated that standard 1.2 is next on their list

UNIT ASSESSMENT PROBLEM SOLVING WORKSHEET

MONITORING OF TARGETED STANDARD:

DEFINE ADDITIONAL MEASURES TO BE USED TO MONITOR STUDENT ACHIEVEMENT

ASSESSMENT WINDOW DATES OF DISTRICT UNIT COMMON ASSESSMENTS ON TARGET STANDARD	
UNIT NUMBER: #6, #7	☐ CHECK THE BOX IF THE STANDARD IS NOT ASSESSED ON FUTURE DISTRICT UNIT COMMON ASSESSMENTS.
ASSESSMENT WINDOW: Feb.8-March 12 March 15-April 23	
SUBJECT AREA PROGRESS MONITORING (MINI-ASSESSMENT/FORMATIVE ASSESSMENT)	
TYPE OF ASSESSMENT:	iReady – last independent study lesson
DATE OF ASSESSMENT ADMINISTRATION:	

GIFFORD MIDDLE SCHOOL
UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

COURSE / SUBJECT / GRADE LEVEL:	Civics 7th Grade	
TEAM MEMBERS:	Tomlinson, Clemons, Shuman (Fevola-transitional)	
DATE:	10/7/2020	UNIT ASSESSMENT:	1

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2020 - 2021	GMS PERCENT PROFICIENT 2020 - 2021
SS.7.C.3.2 SS.7.2.3-one question)	3.2 RC 4 2.3(2.2) RC 2	UNIT 1 Civics	3.2 -42% 2.3 58%	3.2 – 38% 2.3-39%
	REPORTING CATEGORY 2018-2019 FSA/EOC RESULTS		SDIRC PERCENT CORRECT 2020 - 2021	SDIRC PERCENT PROFICIENT 2020 - 2021

ESSA SUB-GROUP DATA
BLACK/AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS
49% Pass
SWD UNIT ASSESSMENT PERCENT PASS
49%

DEFINE THE TARGETED STANDARD
Compare parliamentary, federal, confederal, and unitary systems of government. **SS.7.C.3.2**   Experience the responsibilities of citizens at the local, state, or federal levels. SS.7.C.2.3 (Assessed by 2.2)

IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD

SS.7.C.3.2 CLARIFICATIONS:
- 🐬 Students will define parliamentary, federal, confederal, and unitary systems of government.
- 🐬 Students will compare the organizational structures of systems of government.
- 🐬 Students will recognize examples of these systems of government.
- 🐬 Students will analyze scenarios describing various systems of government.

CONTENT LIMITS:
- 🐬 Items will not ask students to name the system of government for countries other than the United States.
- 🐬 Item will not ask students to identify the origins of these systems of government.
- 🐬 Items addressing comparisons of various systems of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
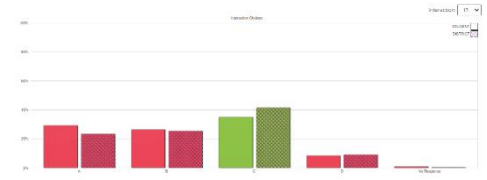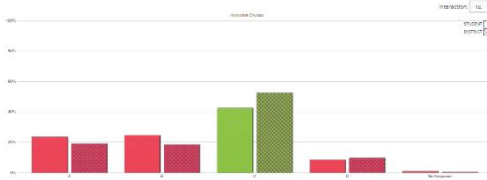
SS7.C.2.2 (also tests SS.7.C.2.3)
CLARIFICATIONS:

- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.
- Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.
- Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government.
- Students will examine the significant contributions of citizens to a democratic society.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.
- Students will evaluate the impact of civic participation on society, government, or the political process.

CONTENT LIMITS:

- Items will not ask students to name the system of government for countries other than the United States.
- Item will not ask students to identify the origins of these systems of government.
- Items addressing comparisons of various systems of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
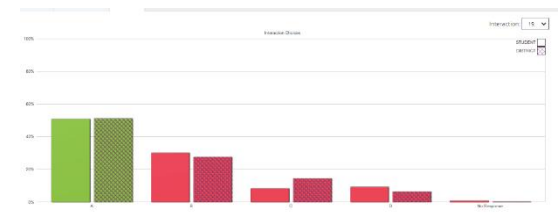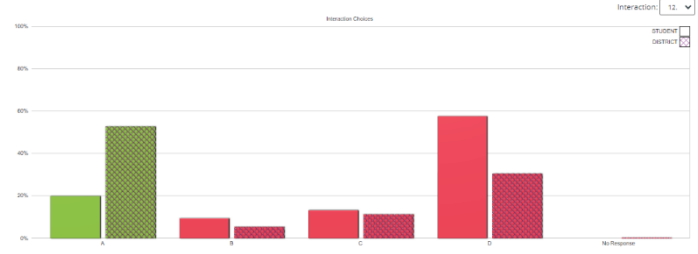
UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

ASSESSMENT ITEM AND STUDENT REPONSE ERROR ANALYSIS			
ASSESSMENT ITEM NUMBER	PERCENT GMS ANSWERED CORRECTLY	PERCENT SDIRC ANSWERED CORRECTLY	IDENTIFY STUDENT GAPS IN KNOWLEDGE AND/OR REASONING WHICH MAY HAVE LED TO INCORRECT ASSESSMENT ITEM RESPONSES. *PLEASE BE SPECIFIC*
1-17	34.9%	41.5%	Comparing the GMS% correct and District% correct there is about a 5% difference. Both are below 50%. Students have a difficult time grasping the concept of federal and confederal because though both are taught in this section, neither is adequately discussed until students learn about the Articles of Confederation and the US Constitution. That is where students get a better understanding and real examples of how each system of government works. Also, student clearly recognize the three systems, unitary, federal, and confederal, but not the correct answer.
1-18	42.5%	52%	We have discussed the vocabulary word scenario as a possible issue. Again, students currently do not have enough background to fully distinguish between federal and Confederal.

GIFFORD MIDDLE SCHOOL   2020 - 2021

1-19	50.9%	51.2%	Again, students currently do not have enough background to fully distinguish between federal and Confederal.

What is the **main** difference between a confederate system of government and a federal system of government?

○ the sovereignty of the states

Correct. The main difference between the two systems is the degree of sovereignty of the states.

○ the rights of the people

Though students may be more familiar with the federal system and the rights granted under the United States federal government, the confederal system may also protect the rights of the people.

○ the size of government

Though a confederal government may seem to have less power, both systems may have similar size governments.

○ the election of officials

Though the federal system may be more familiar as a democratic system, the confederal system can also be democratic.

1-12	19%	52%	SS.7.C.2.3 (SS.7.C.2.2)

This standard was probably skewed because of the question below. Only 19% of GMS Civics students got this question correct. This was a question that has been brought up before because students clearly understand what a responsibility is, what they cannot do at this time is distinguish between a citizen's responsibility at the state and federal level because neither has been taught at any depth. The correct answer is *calling his member of Congress* (19% correct). The most selected incorrect answer at GMS, at 58% was *volunteering on a governor's campaign*, which is a responsibility at the state level. Some 58% of GMS students put this answer, and 30.5% within the district.

The paragraph below describes a middle school student.

Jeff Guffin is a seventh-grade student at Astronaut Middle School in Cape Canaveral, Florida. For his semester project, he has to experience a responsibility of citizenship at the federal level.

Which activity can Jeff participate in for his project?

○ calling his member of Congress
○ running for the United States Senate
○ voting in the next presidential election
○ volunteering on a governor's campaign

1-10	45%	56%	GMS was about 10% behind the district on this questions. When looking at the incorrect student responses, they were equally distributed. The reasoning may be students selected the one of the three correct answers, instead of the one incorrect, or NOT likely to suggest.

The paragraph below describes a high school student.

Tony Garcia is a 17-year-old senior at Dillard High School in Orlando, Florida. He is excited about turning 18 and asks his social studies teacher to recommend ways in which he can prepare for his first election.

Which activity is Tony's social studies teacher NOT likely to suggest?

○ preregistering to vote

○ donating money to a charity

○ volunteering on a political campaign

○ discussing current issues with others

UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

HYPOTHESIS:
ADDRESS POTENTIAL DOMAINS OF CURRICULUM, INSTRUCTION, ENVIRONMENT, AND/OR LEARNING.

CONSIDERING THE EVIDENCE GATHERED FROM INFORMAL OBSERVATION, FORMATIVE ASSESSMENT, AND ITEM ANALYSIS – WHAT SKILLS/CONCEPTS EMBEDDED WITHIN THE IDENTIFIED STANDARD ARE MOST LIKELY RESPONSIBLE FOR STUDENTS NOT MEETING EXPECTATIONS?
PLEASE STATE YOUR HYPOTHESIS.

THE PROBLEM IS OCCURING DUE TO: teaching these two standards are difficult concepts for students to understand at this age. For students this age, especially those with limited exposure to the new and world events (historic events), understanding these systems and forms are hard.

SS.7.C.3.2(Compare parliamentary, federal, confederal, and unitary systems of government) and SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Also, students have not had much, if any exposure to the workings of federal and state government. Students may have difficulty distinguishing between a responsibility at the state level, verses the federal level. SS.7.2.3

RESEARCH:

IDENTIFY SUPPORTING RESEARCH, RESEARCH-BASED INTERVENTIONS, OR EVIDENCE-BASED INSTRCTIONAL PRACTICES TO DRIVE AND SUPPORT THE PLANNING FUTURE INSTRUCTION TO INCREASE STUDENT ACHIEVEMENT ON THE TARGETED STANDARD?

"Student comprehension will increase by 33 percentile points when vocabulary instruction focuses on specific words important to the content they are reading as opposed to words from high-frequency lists.
In summary, the case for direct vocabulary instruction is strong. From a number of perspectives, the research indicates that wide reading probably is not sufficient in itself to ensure that students will develop the necessary vocabulary and consequently the necessary academic background knowledge to do well in school. In contrast, direct
vocabulary instruction has an impressive track record of improving students' background knowledge and the comprehension of academic content."

Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Results suggest that despite student varied academic abilities, the word wall activities were one factor that might have helped to build high-frequency word vocabulary. With the development of a more extensive high-frequency word vocabulary through the use of word wall activities, students might further increase reading fluency ultimately enhancing their reading comprehension. Teachers were given training on this during a summer training session.

Quizlet is another way to build academic vocabulary.

INSTRUCTIONAL ACTION PLAN:

HOW WILL SUBJECT AREA TEACHERS RE-TEACH THE SKILLS/CONCEPTS/PROCESSES DEFINED BY THE TARGETED STANDARD, WITHIN THEIR CURRENT CURRICULUM, TO ENSURE STUDENT MASTERY?
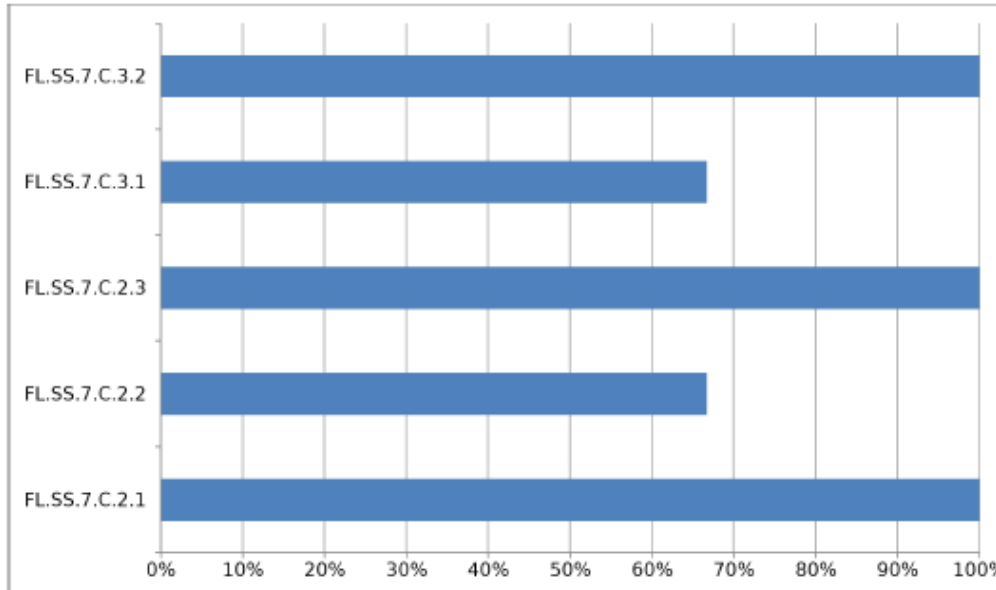
Teachers can reteach the material with the help of www.floridastudents.org tutorials. In addition, teachers can identify the questions (standards) students miss and give additional support by way of bell warmer questions, exit tickets, etc... Also, teachers can reteach and reassess students on Chapter test.

In addition, Civics teachers will give students report of how they did on each unit assessment. The report show the standards (% correct) and which items them missed. Teachers can use these to pinpoint which standards students need the most remediation, versus a group approach.

Test: 01.DISTRICT.2021.CIVICS.07.UNIT.1 | Score: 85.00% (17.000/20.000)

Standard Performance

Standard	Description	PE	PP	Percent
FL.SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.	5.00	5.00	100.00%
FL.SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	4.00	6.00	66.67%
FL.SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.	3.00	3.00	100.00%
FL.SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	2.00	3.00	66.67%
FL.SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.	3.00	3.00	100.00%

Item Performance

Item	Correct	PE/PP	Standard(s)
1-1	Correct	1.00/1.00	FL.SS.7.C.2.1
1-2	Correct	1.00/1.00	FL.SS.7.C.2.1
1-3	Correct	1.00/1.00	FL.SS.7.C.2.1
1-4	Incorrect	0.00/1.00	FL.SS.7.C.2.2
1-5	Correct	1.00/1.00	FL.SS.7.C.2.2
1-6	Correct	1.00/1.00	FL.SS.7.C.2.1
1-7	Correct	1.00/1.00	FL.SS.7.C.2.2
1-8	Correct	1.00/1.00	FL.SS.7.C.2.2
1-9	Correct	1.00/1.00	FL.SS.7.C.2.1
1-10	Correct	1.00/1.00	FL.SS.7.C.2.3
1-11	Correct	1.00/1.00	FL.SS.7.C.2.3
1-12	Correct	1.00/1.00	FL.SS.7.C.2.3
1-13	Correct	1.00/1.00	FL.SS.7.C.2.2
1-14	Incorrect	0.00/1.00	FL.SS.7.C.2.2
1-15	Correct	1.00/1.00	FL.SS.7.C.3.1

UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

STATE THE TIMELINE FOR ACTION PLAN IMPLEMENTATION (DATES/WEEKS/LESSONS)

UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

MONITORING OF TARGETED STANDARD:
DEFINE ADDITIONAL MEASURES TO BE USED TO MONITOR STUDENT ACHIEVEMENT

ASSESSMENT WINDOW DATES OF DISTRICT UNIT COMMON ASSESSMENTS ON TARGET STANDARD	
UNIT NUMBER:	☐ CHECK THE BOX IF THE STANDARD IS NOT ASSESSED ON FUTURE DISTRICT UNIT COMMON ASSESSMENTS.
ASSESSMENT WINDOW:	
SUBJECT AREA PROGRESS MONITORING (MINI-ASSESSMENT/FORMATIVE ASSESSMENT)	
TYPE OF ASSESSMENT:	
DATE OF ASSESSMENT ADMINISTRATION:	