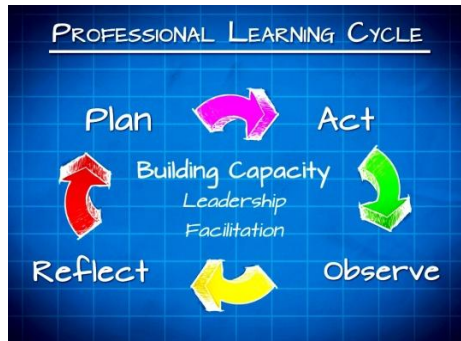


APPENDIX D - PLAN



DATA SETS

1. What pieces of evidence point to an area of student need?
2. What is the learning need?
3. What other evidence do you need to support this interpretation?
4. Based on this need, what might be a focus for educator learning?

Data Set 1 - Career Studies: Career Exploration

Data Sources: Markbook, Attendance, Class Profile

Class of 22 students

20 are on track to graduate

For the last unit (3 part final task),

- The median was 80%
- There were 7 students in the 40-59% range. Of these 7:
 - 3 students had S or N for the 'Independent Work' learning skill for the unit
 - 5 students did not hand in at least one of the three components of the task
 - All have strong visual or kinesthetic preferences; none have a strong auditory preference.
 - 4 were absent or late for 2 of the 4 work periods for the task

Data Set 2 - Cross-curricular: Literacy

Data Sources: OCA*, EQAO, Markbook

For a class of grade 8 or 9 students:

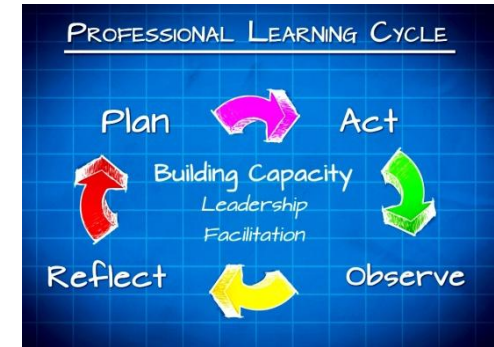
- OCA: 50% of students had level 1 or 2 for 'identifying the main idea and supporting details'
- On a Practice EQAO test: over 50% of students had difficulty 'reading for explicit information'
- Typically, 25% - 35% of students achieve level 1 or 2 on 'understanding of content' for the *Knowledge and Understanding* Achievement Chart Category
- 35% typically do not complete homework assignments that require reading
- Learning Skills: 40% of students achieved S-N on 'Independent work'

*Ontario Comprehension Assessment

Appendix D - PLAN

DATA SETS, Page 2

1. What pieces of evidence point to an area of student need?
2. What is the learning need?
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Data Set 3 - Math – Solving Linear Equations

Data Sources: Report Card, Pre-test

For a class of 22 grade 9 Math students:

- **Grade 8:** 10 of the 22 students achieved level 1 or below in the 'patterning and algebra' strand
- **Pre-test (Linear Equations):** 12 students achieved level 1 or below in the Knowledge and Understanding and Application categories; 8 of these students achieved level 1 or below in the 'patterning and algebra' strand in grade 8
- **Previous unit (Geometry):** over 80% of the class achieved E or G on 'responsibility' and 'initiative' - Learning Skills and Work Habits

Data Set 4 – Visual Arts – Reflection

Data Sources: Markbook, Class Profile

For a class of Grade 10 students:

- for an end of unit final product (watercolour, drawing or assembly) and written Artist's Statement (description and analysis)
 - 100% of students submitted the final product of their choice
 - 50% of students submitted the Artist's Statement
- 70% have strong kinesthetic and visual learning preferences
- Typically 30%-40% achieve level 1 or below for 'expressing and organizing ideas' in written form – in the *Communication* Achievement Chart category; many of these same student achieve a level 2 or 3 when expressing their ideas orally
- Typically 75%-85% typically achieve level 3 or 4 for 'application of knowledge and skills' in the *Application* Achievement Chart category