

### Weekly Meeting Report 2016-2017

Meeting:  
2-7-17 and 2-9-17

Unit Title: Earthquakes and Volcanoes

Team Members In Attendance: Erin Barnott, Sarah Sarvis, and Julie Raischel

The following analysis is based on our team's common assessment and/or daily formative assessments of the following essential learnings:

Last Week Daily Science: We had students complete a complex chart combining plate boundaries, faults, stresses (forces), landforms, and catastrophic events. Some of the students were unable to complete this chart even though we have completed it several times in class. This is a challenging chart that relates to the SLO. We will be practicing this more in class and working with those students who were not able to completely fill out the chart correctly.

Monday: 2-6-17 USA test prep results: **Some students were not here Monday due to sickness on the 8th grade hall.**

Overall 8th Grade Average: 83%

Barnott Class Averages: 86%

Sarvis Class Averages: 82%

Raischel Class Averages: 79%

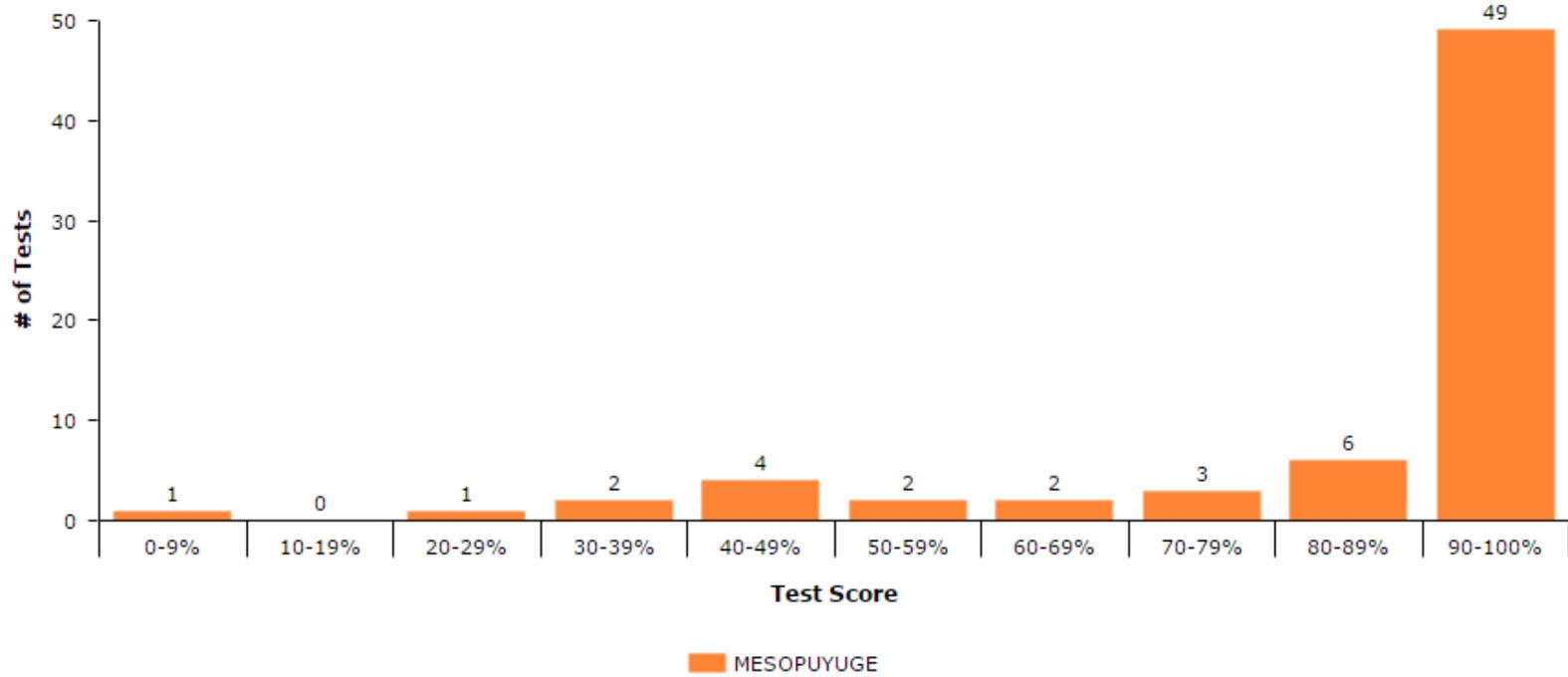
Some students were unable to complete the free response question on plate boundaries, faults, landforms and catastrophic events on the USA test prep assignment.

Some students struggled with the transform plate boundary question. This question was a bad question because USA test prep called the plate boundary a fault. We emailed USA testprep, and the company corrected it. Some students were able to differentiate on one of the multiple choice questions that dealt with seismic waves and the epicenter.

Barnott:

70 STUDENTS

Average Score: 86%



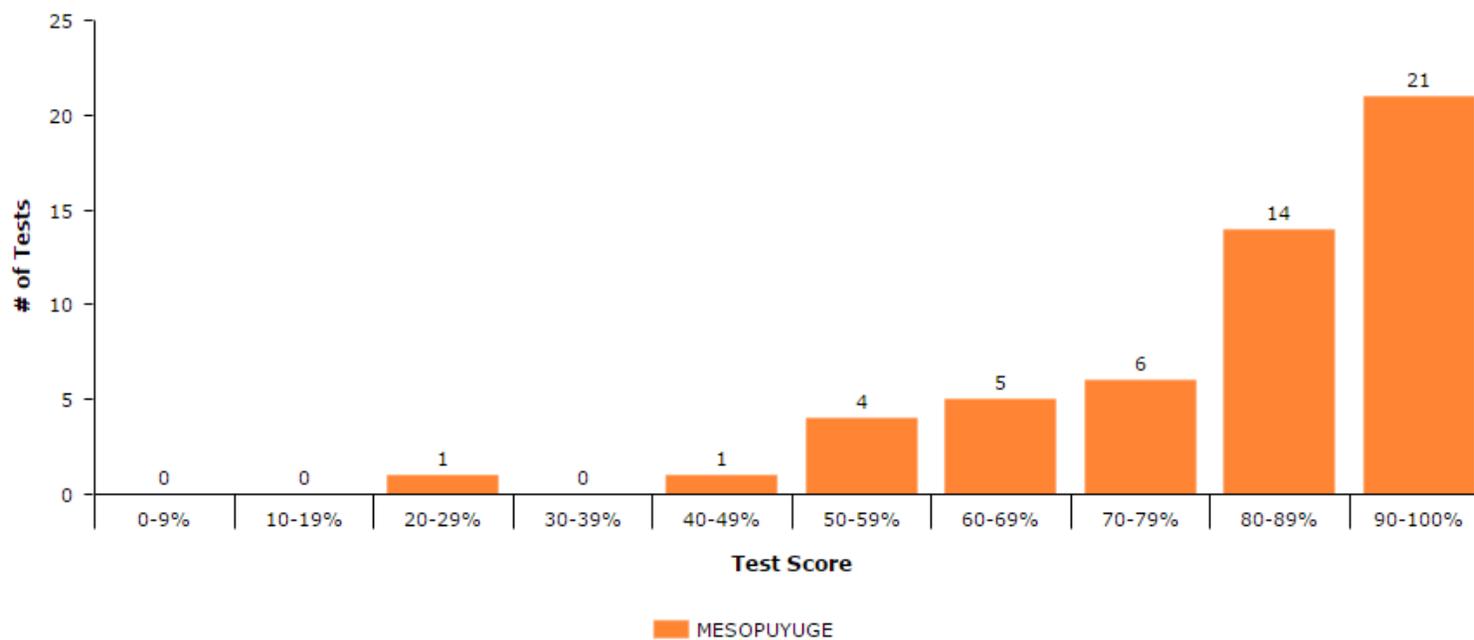
Sarvis:

Export Student Results [Link] Export 2020 and 2021 [Link] Export

Combined Results

52 STUDENTS

Average Score: 82%



Raischel:

Grade Distribution

Individual Students

Student Dot Rank

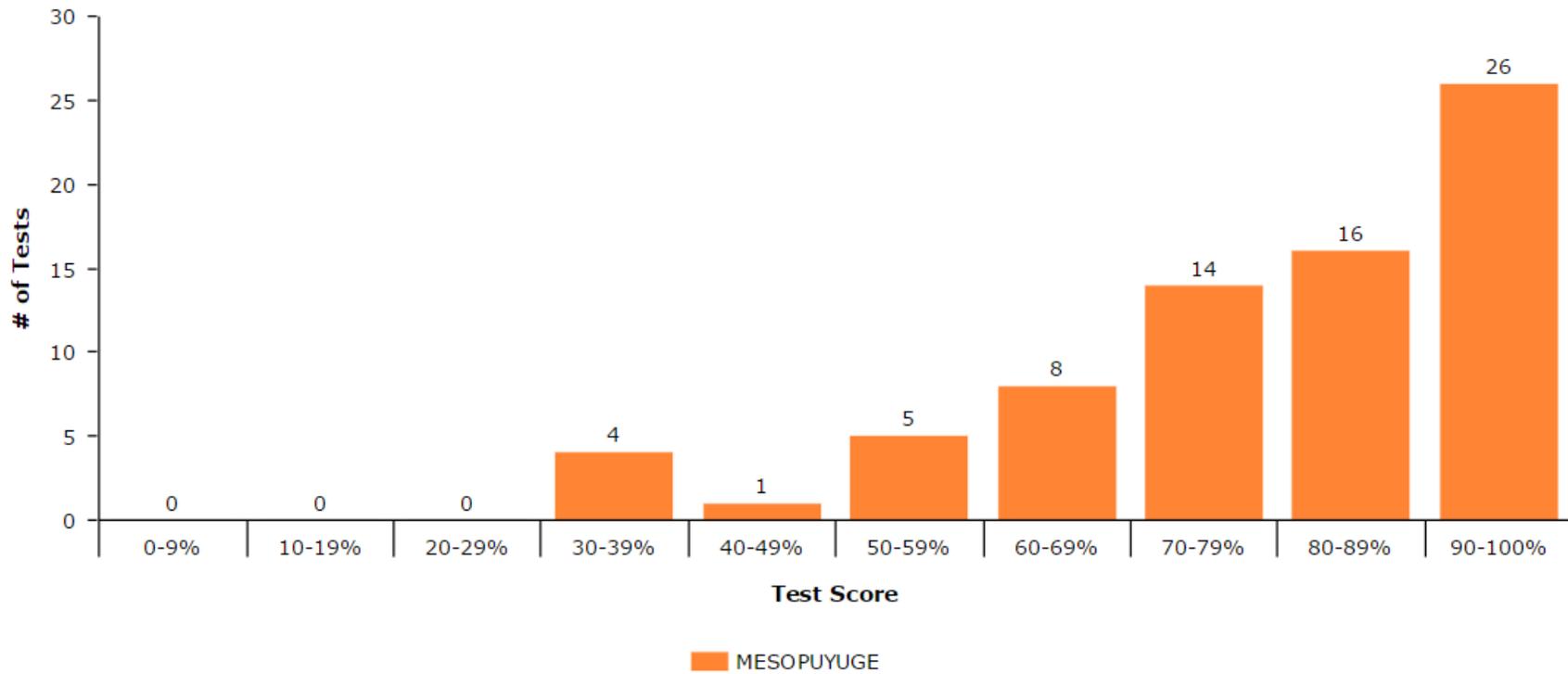
Item Analysis

Export All Student Results:

Combined Results

74 STUDENTS

Average Score: 79%



Which of our students need additional time and support to achieve at or above proficiency on an essential learning? ***How and When will we provide that time and support?***

**Some students were not here Monday due to sickness on the 8th grade hall.**

The students that need extra help are:

Barnott:Ritz A, Mason C, Alberto F, Nikolas J Anotony, Paguada H Ana David R, Parker W, James T

Sarvis: Tyler B; Paige B; Austin C; Miranda Titus G Albert N; Jackson P Sabino P; Victoria T; Camron V

Raischel: Liam Fr; Sam (surprised by this one); Max L, Ismael R; Diego R, Brian r; Simon W

We provide extra help to these students before school, during H3 extra help, during lunch, during class with differentiated instruction, and/or after school.

These students will and have received extra help through the implementation of the workshop model by meeting with the teacher in small groups, completing differentiated USA test prep assignments, and extra help homework assignments at times.

What is our plan to enrich and extend the learning for students who are highly proficient?

We plan to provide enrichment and extended learning to students who are highly proficient by using the workshop model to provide enrichment activities for these students. We also plan to assign differentiated USA test prep and virtual labs for these students. These students have received enrichment homework assignments at times as well. We will provide differentiated enrichment activities to these students before the earthquake and volcano test.

What is an area where our students struggled?

Some students struggled with plate boundaries, faults, landforms and catastrophic events. Some students struggle with the seismic waves and earthquake data. A few students are struggling with faults and earthquakes.

Why do we believe they struggled? ***What is our plan for improving the results? How will we teach that content differently?***

Some of these students seem to struggle due to difficulty with reading comprehension. Some of these students struggle because they seem to be apathetic about learning. Some of these students are working very hard and still need extra help. Some of these students seem to not be applying themselves in class or at home by not actively engaging in the learning process in class and at home. We will continue to strive to help all students be successful.

What strategies were used that proved to be effective?

Quizlet live, USA test prep, review games (stand up sit down, modified versions of thumbs up or thumbs down) with kinesthetic wave movements, literacy activities (earthquake newspaper article), and completing practice questions related to reading graphs and data tables

Next 5 Days

Day 1

Day 2

Day 3

Day 4

Day 5

<p>Learning Objective/ Essential Learning</p>	<p>8.E.5A.4: Construct explanations for how the theory of plate tectonics accounts for (1) motion of lithospheric plates, (2) the geologic activities at plate boundaries, and the changes in landforms over geologic time. 8.E.5A.5 : Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults, and trenches). 8.E.5B.1: Analyze and interpret data to describe patterns in the location of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hot spots.</p>	<p>8.E.5A.4: Construct explanations for how the theory of plate tectonics accounts for (1) motion of lithospheric plates, (2) the geologic activities at plate boundaries, and the changes in landforms over geologic time. 8.E.5A.5 : Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults, and trenches). 8.E.5B.1: Analyze and interpret data to describe patterns in the location of volcanoes and earthquakes related to tectonic plate boundaries,</p>	<p>8.E.5A.4: Construct explanations for how the theory of plate tectonics accounts for (1) motion of lithospheric plates, (2) the geologic activities at plate boundaries, and the changes in landforms over geologic time. 8.E.5A.5 : Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults, and trenches). 8.E.5B.1: Analyze and interpret data to describe patterns in the location of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hot spots.</p>	<p>8.E.5A.4: Construct explanations for how the theory of plate tectonics accounts for (1) motion of lithospheric plates, (2) the geologic activities at plate boundaries, and the changes in landforms over geologic time. 8.E.5A.5 : Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults, and trenches). 8.E.5B.1: Analyze and interpret data to describe patterns in the location of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hot spots.</p>
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		interactions, and hot spots.			
Objective Number	8.E.5A.4; 8.E.5A.5; 8.E.5B.1	8.E.5A.4;8.E.5A.5;8.E.5B.1	8.E.5A.4;8.E.5A.5;8.E.5B.1	8.E.5A.4;8.E.5A.5; 8.E.5B.1	8.E.5A.4;8.E.5A.5 ;8.E.5B.1
Strategies Discussed	Differentiation with the workshop model - enrichment for students who finish early with the enrichment sheet on earthquakes; using text features such as graphs and charts;	STEAM - Earthquake Safe house using the engineering standards; Reading text features such as graphs, charts, and maps; Think while viewing the 7 minute video on earthquake safe housing;	Plotting points on the Ring of Fire and reading data; using text features while reading	Volcano-Hotspots inquiry based lab; virtual simulations on volcanoes; literacy activity on volcanoes	Jigsaw activity; Note taking skills; Volcano formation
Literacy	Monday- workshop model, thinking while reading; using text features Tuesday: think while reading, using text features ; Wednesday; Think while reading; using text features; Thursday; Volcano literacy activity with new vocabulary Friday; Jigsaw activity on volcano articles				
Formative Assessment	USA test prep; daily science; question-answer session; different versions of thumbs up thumbs down-kinesthetic movement with the 3 seismic waves;	Earthquake safe house STEAM lab write up - Raischel will not finish Tuesday; Daily Science discussions-differentiated based on the most missed questions on the USA test	Earthquake and faults quiz; Ring of Fire activity	Volcano - Hot spot inquiry based lab discussion; volcano literacy activity; exit slip or modified version of thumbs up thumbs down	Jigsaw activity on volcano articles; daily science; discussion of video notes on the volcano documentary
Tasks for Next Meeting			Who is Responsible		
Make copies and prepare labs			Erin Barnott, Sarah Sarvis, and Julie Raischel		

