

## **ITBS Analysis Mrs. Perry's Class**

I created charts of each section of the ITBS for both first and second grades and marked where students answered incorrectly. Then I went through the sections and highlighted where more than half the class missed a question. Lastly, I took a look at those questions so I could make sure they were the types of things being covered through regular curriculum or individual interventions. I could also get a look at which individual students needed help and in which specific areas. I did not highlight anything on the first grade Reading, Spelling, or Math Problems sections as most of the students missed a good majority of questions in those sections and they need to be reviewed as a whole.

Trends missed in first grade:

Vocabulary – meanings of specific words (ex: tongue of a shoe; squirm)

Word Analysis – vowel digraphs; suffixes

Reading – basic reading skills; too much time taken for sounding words out, then meaning is lost

Spelling – still working on basic reading skills and spelling patterns

Listening – recall of multiple steps; majority at end so possible attention span issue

Math Concepts – time; money; fractions; missing # in middle of equation

Math Problems – figuring out what to do in word problems; reading charts and graphs

Math Computation – adding/subtracting horizontally; 2 digit problems; adding 3 numbers together

Trends missed in second grade:

Vocabulary – meanings of specific words (ex: flicker, narrow)

Word Analysis – vowel digraphs; suffixes

Listening – recalling details and steps in stories

Spelling – vowel digraphs; c as /s/

Capitalization – proper nouns; finding mistakes in multiple sentences

Punctuation – finding mistakes in multiple sentences

Reading – Bert and Andrew need work on overall reading skills

Usage and Expression – correct use of singular and plural past/present subjects/verbs

Math Concepts – Money; Place Value; adding 2 digit numbers

Math Problems – figuring out what to do in word problems

Math Computation – adding/subtracting 2 digit numbers; horizontal problems

### **ITBS Action Plan**

Saxon Phonics and Spelling/Saxon Math – Some information on the test has not been covered yet, but will be taught using the Saxon curriculum. I will continue to use Saxon throughout the remainder of the year.

mySciLEARN - all students are using mySciLEARN 30 minutes a day 5 days a week in the morning during our Reading block.

Compass – all students are using Compass for math intervention

One on One reading – all students have Saxon readers on their level they keep in their binders. My TA's and parent volunteer pull students for individual reading.

Small Group/Individual Intervention – I worked into my daily routine time with small groups to be able to cover specific areas of concern on a more individual basis

Testing Time – I would like to recommend some changes be made for the end of year testing if possible. First, it would benefit the students to have at least a full week of testing. We tried to complete the test in three days and it was not enough time. We also tested all day and I feel that was too far out of the norm and comfort zone of the students. I think it would be best to test the younger students only in the mornings.

Testing Environment – We had Jessica take first grade to another room and I think we should switch and have second grade leave the room next time. It was a lot of changes for the younger students – different desks, no bathroom, etc. I think we will see those students be more settled by staying in their familiar surroundings as that group has a higher need for emotional stability.

Overall I feel the test was a good indicator of how my students are functioning. We have a long way to go, but I am excited at the progress they are already showing. I have a great group of kids that have much potential for success. I am thrilled about the resources available and am looking forward to seeing gains on their next test.

Lori Perry