

6th Grade Math Collaborative Team Meeting Notes

Date: Thursday 05.20.21 (2:15 - 2:55) **Room 117**

Team Members in Attendance:

- ✓ Harrington
- ✓ Matteson
- ✓ Oyer
- ✓ Rutkowski
- ✓ Wallis
- ✓ Tellaeché
- ✓ Knodel
- ✓ Young
- ✓ Ailport
- ✓ Hammond
- Ashley

Team Norms:

- Have a positive attitude. Be solution oriented.
- Stick to the agenda.
- Be respectful. Listen to others and promote equal talking. Social distance.
- Be present. Be engaged.
- Set goals.
- Challenge ideas.
- Use decision making protocols. (Fist of 5)
- Be on time.

These 4 critical questions should guide the work of our Collaborative Teams:

1. What do we want all students to learn? [Essentials, Learning Targets, Incremental Skills]
2. How do we know if students learn it? [CFAs, Mid-Module and End-of-Module Assessments]
3. How do we respond when students do not learn it? [Interventions]
4. How do we enrich when students do learn it? [Enrichment]

Facilitator: Karen

Norm Keeper: Jim

Notetaker:
Theresa
[Interdependent Goal Keeper](#): Molly

Timekeeper:
Cindy

Essential Standards:

NY 6.SP: 3 Recognize that a measure of center for a quantitative data set summarizes all of its values with a single number while a measure of variation describes how its values vary with a single number.

NY-6.G.1 Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.

Agenda:

1. Norms
2. Celebrations
 - a. Targeted teaching works! (95% proficiency on the most recent U6 CFA!!!)
 - b. Students are showing growth on math Aimsweb
 - c. New Unit (Seize the Data) is engaging for students
 - d. Thank you everyone for sharing your end of year review material!
 - e. Reteach of older essentials - students are being retaught and are now proficient on older standards
 - f. Students were confident on recent CFA (woo woo)
 - g. Students are confident in making google forms ;-)
3. Shared Knowledge Building - [Don't Take Your Eye off the Bottom Line](#)
4. End of Year Reminders:
 - a. End of Year [Data Tracker](#) (last tab) - Let's keep moving kids! - Reminder to input data
 - b. Interdependent Goal Data - Keep moving kids to proficiency!
 - c. Be thinking of our "[To Do](#)" list for summer curriculum work (Aug 2-6)
5. Tier 2 Check-in - Unit 6 - "Seize the Data"
 - a. CFA1 - [U6 Statistics Misconception Sheet](#) -

- b. [CFA2](#) - Friday 5/21/21
 - i. Double check CFA, the answers have shifted now
- 6. Tier 2 Check-in - Unit 5 - Area by Decomposition
 - a. [U5 Area Misconceptions](#) -
- 7. Reminder - Reteaching of previous essential standards
 - a. Reteach for all students - maintaining student growth- will be reported on next report card -
 - i. [Plan](#)
 - 1. [thatquiz.org](#) → mean, median, mode → change to fractions
 - b. Reteach plans for those who are not yet proficient
- 8. Look Ahead: Unit 7 - Framework - Begin teaching Tuesday 6.2.21
 - a. [U7 Overview](#)
 - i. The orange book is your teacher's manual
 - ii. Focus on lessons 1-8 - See chart for additional resources, suggestions, etc
 - iii. Student pages can be copied as needed - we won't use enough of the module to warrant using a workbook for this unit
 - iv. Future plan → make it more project based learning
 - v. Items on the U7 Overview that are highlighted are things we will need to collect and share
 - 1. Dice (online versions)
 - 2. Spinners
 - 3. Colored wooden tiles
 - vi. Probability on 0-1 scale (like a fraction number line fractions)
 - 1. 0 = event will NOT happen
 - 2. 1 = event will happen with certainty
 - 3. 0.5 = just as likely to happen as to not happen
- 9. U7 Misconception Sheet
 - a. [U7 CFA1](#)
 - b. [U7 CFA2](#) (end of unit 7)
 - i. Connect to fractions
 - ii. CFAs are switching (CFA 1 will be given second, CFA 2 will be given first)
 - 1. New CFA 2 needs a scoring guide
- 10. Collective Inquiry - Number Talks - Chapter 5
 - a. [Fractional Reasoning Number Talks Slides](#)
 - b. [Number Talks Notetaker](#)

Interdependent Goals:

Unit 1 Goal: Currently, 63% of our students are proficient at solving problems finding unit rate according to the CFA#3a assessment. By 11/25/20, 80 % will be proficient at unit rate word problems, according to the End of Mod Assessment, which will be given on 11/6. - **After End of Unit Assessment, we are at 94%**

Unit 2 Goal:

Based on data from our Unit 2 Baseline Assessment, 22/137, or 16% of students were proficient in multiplying multi-digit numbers with decimals using a standard algorithm. By 12/11 80% of students will be proficient in multiplying multi-digit numbers with decimals using a standard algorithm based on the End of Module 2 Assessment, which will be given 12/10 - **As of 04/02/21, we are at 83 % proficiency**

Unit 3 Goal:

Based on the data from our Unit 3 CFA#2, 92% of students were proficient in plotting coordinate pairs on the 4 quadrant plane. By 1/25,21, 85% of students will be proficient based on the End of Module 3 Assessment, which will be given 1/15/21. - **By 04/02/21 - we are at 95% proficiency**

Unit 4 Goals:

Based on the data from U4 CFA#1 Question #2, our current reality is that 50% of students are proficient at writing equivalent expressions with the least amount of characters (Distributive Property). By 3/19/21, 85% of students will be proficient on this learning target based on the End of Module 4 Assessment, which will be given 3/17/21. - **04/01/21 - We are at 82% proficiency**

Based on the data from U4-CFA#2 our current reality is that 62% of students are proficient at creating an equation to solve for an unknown. By 4/1/21, 85% of students will be proficient on this learning target based on the End of Module 4 Assessment, which will be given 3/19/21. **04/01/21 - We are at 74% proficiency**

Unit 5 Goals:

Based on the data from U5-CFA#2 our current reality is that 54% of students are proficient at decomposing a figure into quadrilaterals & triangles in order to find the area. By 5/1/21, 85% of students will be proficient on this learning target based on the End of Module 5 Assessment, which will be given 4/29/21. **05/12/21 - We are at 67% proficiency**

Unit 6 Goals:

Based on the data from U6-CFA#1 our current reality is that ___% of students are proficient at determining the mean of a set of data. By 5/27/21, 85% of students will be proficient on this learning target based on the CFA2, which will be given 5/21/21.

Unit 7 Goals:

Tier 1 - Reminders:

Tier 2 - Interventions (strategies and resources listed on each misconception sheet)

End of Module 5 Data

- [U5 Area - Student Misconceptions](#) - 64% proficiency as of 05.06..21

End of Module 4 Data

- [U4 Distributive Property Misconception Sheet](#) - 82% proficiency as of 04.01.21
- [U4 Expressions & Equations Misconception Sheet](#) - 74% as of 04.01.21

End of Module 3 Data - (see above)

- [U3 Abs Value Misconception Sheet](#) - 94% proficiency as of 04.02.21
- [U3 Coord Plane Misconception Sheet](#) - 95% proficiency as of 04.02.21

End of Module 2 Data -

- [U2-Mult/Div Decimals Misconception Sheet](#) - 83 % proficiency (mult only) as of 04.02.21
- [U2-Add/Sub Decimals Misconception Sheet](#) - 91% proficiency as of 04.02.21

End of Module 1 Data:

- [U1-Percents - Misconception Sheet](#) - 81% proficient as of 04.02.21
- [U1-Unit Rate - Misconception Sheet](#) - 94% proficient
- [U1-Ratio Tape Diagrams - Misconception Sheet](#) 81% proficient
- [U1-Coordinate Plane - Misconception Sheet](#) - 90% proficient

Collective Inquiry / Team Self-Evaluation & Growth - Number Talks Book -

- Read Chap 5 by [5.12.21](#)
- [Number Talks Slide Show](#)

Next:

Thursday 5/20/21 TTCT - U6 CFA1 data look & Review of Unit 7 together

Friday 5/21/21 - CFA2 (end of unit)

Monday 6/2/21 - Begin Unit 7

Monday 5/24 TTCT - Unit 7 look - Scoring Guide CFA1 & CFA2

How did we do today? (Review norms)**Links to Collaborative Team Documents (Unit 1):**

- [Pacing Guide](#)
- [Guidelines for Digital Assessments - Grade 6](#)
- [Math Digital Stations -](#)
- [Grade 6 Data Tracker](#)
- [2019-20 Interdependent Goals -](#)
- [2020-21 Randall Interdependent Goals](#)
- Gaps in Learning [doc](#) - 2020

Person who will share with Grade Level team via email listserv: *KM*

Our Report Card:

Mathematics			
Learning Standards	Fall	Winter	Spring
Uses tables to compare ratios to examine the relationship between quantities			
Solves problems using unit rate			
Solve problems that involve finding the part, the whole, and the percent			
Adds, subtracts, multiplies, and divides multi-digit numbers with decimals using a standard algorithm			
Solves problems by graphing on a coordinate plane			
Applies the distributive property to create equivalent expressions			
Uses variables to represent numbers and write expressions for real-world problems			
Finds the area of triangles, trapezoids, and other polygons by composing and decomposing shapes			
Finds the mean, median, mode, and range of a data set			
Determine the probability of an event occurring			
Understand that the probability of a chance event is a number between 0 and 1 inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely or likely, and a probability near 1 indicates a likely event.			

Trimester 2 Interim Report Comments:

Students developed their understanding of a number line to determine the location of positive and negative fractions, decimals, and whole numbers. They plotted points in all 4 quadrants of the coordinate plane to determine absolute value and solve real-world problems involving rational numbers. We have also launched a new unit to explore relationships of operations and to write and evaluate one and two step expressions and equations.

Trimester 1 Interim Report Comments:

In Math, students have been using tables and models to compare ratios and examine the relationships between quantities. Students have also been solving real world problems using unit rate.