

Assessment given 8/16

HERE'S WHAT: (10 minutes)


Standard(s) Assessed	Type of Assessment	Proficiency Expectation
5.NBT.A.3 - Rewrite & compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using >, <, = symbols to record the results of comparisons	CFA 3 - created by teachers	5 or 6 correct: 4 4 to 5 correct: 3 3 to 4 correct: 2 3 or below: 1


Teacher	# students below 3	# students above 3	TIER I: % of total students at 3 or above (The goal is to have 80% or higher)	# students at or above 3 after Tier II	Tier II: % of total students at 70% or above:
Majute (24)	14	10	41%		
Blaker (20)	9	1	50%		
Kujan (2)	0	2	2		
	46	23	13	0	

SO WHAT: (15 Minutes)

Each team member **reflects and writes** notes on **overall trends** within each proficiency level (5 minutes):

1. Was there a specific question or skill that the students struggled with?
2. What were the common error/s that students made with that question/skill?
3. Was there a specific question or skill that the students showed a strength in?
4. Did you notice a specific strategy or process that students who showed mastery used (or was effective)?

	Majute	Blaker	Kujan
<p>What are possible common challenges suggested by the data and student work.</p> 	<p>Many of my students struggled with the last question on the CFA. I definitely need to re-engage students how to order numbers when there is more than one. My 1's and 2's missed the questions with word form and number form (where they had to compare the two different forms) the most. I think it would be beneficial to meet with these students to practice writing decimals in the different forms (word and standard) and then comparing them.</p>	<p>I also had numerous students miss the last question of CFA. I plan to re-engage my students with ordering decimals. My 1's and 2's missed majority of the word form questions. My students showed strength in comparing the same form of decimals. The majority of my students showed mastery when comparing standard form to standard form. However many struggled when comparing different forms.</p>	<p>What I noticed they did instead of ordering the number from greatest to least, they made each number larger and wrote it on the line below. For example, 3.049 they changed to 3.05.</p>

	Majute	Blaker	Kujan
<p>What instructional strategies/best practices did you use that were effective in Tier one instruction? (discuss as a group, each teacher shares)</p> 		<p>having the students move around when talking about our numbers either being big or small. I also have my students use the example problems we do together for reference when asking questions. We did tons of whiteboard practice and Kahoot's that went over the skills assessed in the standard</p>	

NOW WHAT: (15 Minutes) Decision Making:

Which students need more time and support?

	Majute	Blaker	Kujan		Name of Students who did not show mastery after Tier II (possible Tier III students):	
MP (1) - Teacher : Number of students:	Izzy, Isaiah, Jagger, Ryan, Paxton, Maddie, Brooklyn, Clay	Manal, Lena, Autumn, Grace E.				
PP (2) - Teacher : Young Number of students:	Ashton, Corbin, Hayzen, Emilie, Logan, Giyanna	Kaden, Chance, Landon, Brenna, Rawley				
P (3)- Teacher: Number of students:	Milly, Laila, Case, Harper, Taylor	Zaid, Abby, Emma, Kallington, Gia, Noah, Jalyn, Noah, Waqas, Jaden, Rawley	Annie, Cole			
HP (4) - Teacher: Number of Students:	Lilley, Isak, Ryley, Deeghan, Tanner	Kipton				
What will mastery look like on the next assessment?					Retest Date:	
I think after re-engagement and re-assessment we give the following: 5.NBT.A.3 (just the first side) and 5.NBT.A.3 (also just the front side).						
Date of next assessment:						
Standards being assessed:						
Date of next data meeting:						