

Marshall TACA – Team Analysis of Common Assessment

Date of Discussion	11/09/22
Team Members and Roles	Angela - Notes Loraine - sick little one 😞
Assessment Name	Topic 4 CFA Topic 4 CFA A Data collection: Topic 4 CFA 1A Team Data Collection Nov 2022

2-3 min: List Essential Standards and/or Learning Targets measured on this assessment

1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)

Learning Target: I can use addition facts to solve subtraction facts.

2-3 min: In what areas did our students do well on this assessment?

Drawing a picture for the missing part

50% of students scored 100%

How many students answered all of the addition sentences correctly?

- 13 - Suarez
- 12 - Santana
- 11-Aragon

How many students answered the subtraction correctly (even if other parts were incorrect?)

- 15 students: Suarez
- 10 students: Aragon

2-3 min: What strategies helped our students do well?

- The CFA aligns with the instruction (our chart)
- Using part/part/whole mat with counters
- Drawing a picture for the missing part
- Some kids successfully used counters then transferred that to drawing and writing numbers.

3-4 min: What skill deficiencies do we see?

How many students wrote numbers that did not match the problem?

- 9 - Santana
- 3 - Suarez
- 1-Aragon

A few students cannot count numbers in order correctly (1, 2, 3, etc.):

- Omar and Andrea, Allie: 1-10 yes, 11-20 no
- Destiny, Rayleen, Daniella, Ralphy, Kevin (sometimes)

Some students did not even place the correct numbers of counters/cubes in, let alone draw them correctly or write the correct number.

Students who struggle might have been able to write the addition fact if they saw a complete part/part/whole picture.

15 min: What intervention will be provided to address unlearned skills, and how will we check for success? (Also include names of students and/or a link to your data)

Work with students in a small group:

- 1) Show a complete part/part/whole picture and have them talk about it
 - a) How many in all? How do you know?
 - b) How many in each part? How do you know?
- 2) Have them write the addition sentence.
 - a) How did you know what number to write where?
 - b) How do you know how many in all?
- 3) Have them write the subtraction sentence
 - a) What number do you start with to subtract? What number do write first?
 - b) How did you know what number to write where?
 - c) How do you know how many in all?

Some students need to practice counting numbers in order:

- Use unifix cubes to teach proper number sequence 1-20
 - Teacher uses the cubes first and everyone counts out loud
 - Then students can do it with the teacher with their cubes too
 -

Number identification - kids need to know the number and its value. (When they see a number, they have to count from 1 to know how many it is)

- Teach them touch math in small group sessions.
 - 1) Help them learn the counting sequence by counting the dots for each number
 - 2) Teach them how to count on using touch math
 - 3) Teach them how to count back for subtraction
- Print out on a number line for them to have at their desks to help them add
 - Deicy will print out 12 copies for students. Teachers can laminate them and give them to students
- Laminate and have them mark off

It's the same students who are not making progress with ELA even though they are in intervention. Some of those students have STEP meetings scheduled.

Attendance is an issue (late/absent) for our struggling students:

- Suarez: 2
- Santana: 1

2-3 min: Do we need to tweak or improve this assessment?

We like it. It's simple, to the point, and matches the tool we have been using to teach.

4-5 min: Which students mastered standards and what is our plan for extension?

Continue on in the math book.