Data Team Cycle Template

Teacher Name/Grade: **Sokoloski / 5th**	Subject /Topic: **Math /Mock STAAR (2/11/2020)**

Assessment Details (# of questions, passing standard, etc...)

14 Questions
Approaches 50%; Meets 72%; Master 86%

For data cards **RED** - 49% and below; **YELLOW** - 50-78%; **GREEN** - 79 - 100%

Here's What:

1. Collect and Chart Teacher Data

79% and above	50%-78%	49% and Below
	5.3G (R) - 56.82% #1, #33 solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	**5.3H (S) - 31.82% - #4** represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations
	5.2B (R) - 73.86% #2 compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	**5.4H (R) - 47.73% - #6,#27** represent and solve problems related to perimeter and/or area and related to volume
	5.6B (S)- 61.36% #3 determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	**5.8A (S) - 31.82% - #9** describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin
	5.4C (R) - 57.95% - #5, #24 generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	**5.3K (R) - 47.73% - #10, #21** add and subtract positive rational numbers fluently
	5.9C (R) - 50% - #7, #28 solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	**5.3B (S) - 29.55% - #12** multiply with fluency a three-digit number by a two-digit number using the standard algorithm
	5.3L (R) - 62.50% - #8, #29 divide whole numbers by unit fractions and unit fractions by whole numbers	**5.4A (S) - 45.45% - #13** identify prime and composite numbers
	5.8C (R) - 51.14% - 11, #34 graph in the first quadrant of the coordinate plane ordered pairs of	**5.4F (R) - 43.18% - #16, #32** simplify numerical expressions that do not involve exponents, including up to two levels of grouping

| | | numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

5.4B (R) - 52.27% #14
represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

5.5A (R) - 60.23% - #15, #23
classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

5.3E (R) - 50% - #17, #35
solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

5.3F (S) - 68.18% - #19
represent quotients of decimals to the hundredths, up to four-digit dividends and two digit whole number divisors, using objects and pictorial models, including area models

5.10A (S) - 68.18% - #20
define income tax, payroll tax, sales tax, and property tax

5.2B (R) - 54.55% - #25
 compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =

5.6A (S) - 65.91% - #36
recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible | **5.2C (S) - 47.73% - #18**
round decimals to tenths or hundredths

5.3C (S) - 38.64% - #22
solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

5.4B (R) - 34.09% - #26
represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

5.9A (S) - 45.45% - #30
represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and leaf plots

5.3A (S) - 45.45% - #31
Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication or division. |
| | | | |
| | **So What?**

2. Analyze Strengths & Obstacles | | |

Strengths	Obstacles
5.2B (R)-73.86%; 5.3F (S) - 68.18%; 5.3F (S) - 68.18%	5.3B (S) - 29.55%; 5.3H (S) - 31.82% ; 5.8A (S) - 31.82%; 5.3C (S) - 38.64%
Upon reviewing individual tests, students showed strategies.	Students did not think about whether it made sense. Students used the wrong operations. Some even highlighted the correct key words but did not answer the question correctly. Several students had the correct answer but circled a different answer!

Now What?

3. SMART Goal (Measurable and Time based goal)

I need 90% of my students to be successful on STAAR in spring 2020.

4. Instructional Strategies or Lessons

Re-group students for Pride Time tutorials based on results from CBA#1. Share students for this based on teachers' high TEK**.**

Invite more students to tutorials based on CBA. Definitely more students then on the CA#1.

Whole class remediation for the three lowest student expectations for each class.
   1st period: 5.3B (29.41%); 5.3H (35.29%); 5.4F (35.29%);

   2nd period: 5.8A (20%); 5.3B (26.67%); 5.3C (26.67%); 5.3H (26.67%)

   3rd period: 5.3A (25%), 5.3A (33.33%), 5.3B (33.33%), 5.3H (33.33%)

Re-teach during pride time, after school, and saturday school. Spiral review low SEs in warm-up questions, stations, and during small groups during class

- o   implement QSSSR more
- o   what do you say instead of IDK
- **o**

5. Results Indicator

- ● How will we know if we're really implementing the strategy/lesson we decided on?
  - o   students will respond in class and be more engaged

- ● How will we know if it's working?
  - o   increased confidence
  - o   quality independent work
  - o   better in class scores
  - o   better test scores