Team Information			
Students being measured			
#Teachers on Team	1		
Content Area			
Standard	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word , standard, and expanded forms.		
Evidence-Based Practice	Assessment Capable Learner		
TEACHER			
PRE-Assessment: Date Given	2018-08-21		
PRE-Assessment: Meeting Date	2018-08-22		
MID-Assessment: Date Given	2018-08-28		
MID-Assessment: Meeting Date	2018-08-29		
POST-Assessment: Date Given	2018-09-05		
POST-Assessment: Meeting Date	2018-09-12		
Additional POST B: Date Given			
Additional POST B: Meeting Date			
PRE-Assessment Notes			
MID-Assessment Notes			

POST-Assessment Notes	
Additional POST-Assessment Notes	

All Student Names	
Please HIGHLIGHT SWD.	
Bartz, Connor	
Berhorst, Cali	
Brown, Jobe	
Caudill, Nathan	
Cramer, Vincent	
Crist, Bailie	
Crossett, Candice	
Darnell, Catherine	
Fusselman, Miles	
Geiser, Ethan	
Geisendorfer, Ava	
Lahr, Bradi	
Lay, Abigail	
Speer, Chloe	
Stone, Dylan	
Voth, Tyson	
Wainwright, Alexis	
student 18	
student 19	
student 20	
student 21	
student 22	_
student 23	
student 24	
student 25	_
student 26	_
student 27	
student 28	_
student 29	_
student 30	

	PRE-Assessment				
	2018-08-21				
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention		
Score Range 100-90	Score Range 89-70	Score Range 69-50	Score Range 49-1		
Total #ALL 0	Total #ALL	Total #ALL 5	Total #ALL 11		
Total #SWD	Total #SWD	Total #SWD	Total #SWD		
# 5	Students not as	ssessed and w	hy.		
ALL		SWD			
Students	Students	Students	Students		
			1		
		1	1		
			1		
			1		
	1				
			1		
			1		
			1		
			1		
		1			
		1			
			1		
			1		
		1			
		1	1		
			'		

MID-Assessment				
Date given			2018-08-28	
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range		Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL 2	
2	5 Total #SWD	8 T-4-1 #0WD	-	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
# 5	Students not as	ssessed and w	hv.	
ALL		SWD		
Students	Students	Students	Students	
		1		
	1	1		
		1	1	
	1			
		1		
		1		
	1			
		1		
			1	
	1	1		
	!	1		
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			1	

	POST-Assessment				
Date given			2018-09-05		
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention		
	Score Range	Score Range	Score Range		
100-90	89-70	69-50	49-1		
Total #ALL	Total #ALL	Total #ALL	Total #ALL		
15	0	2	0		
Total #SWD	Total #SWD	Total #SWD	Total #SWD		
# 8	Students not as	ssessed and w	ny.		
ALL		SWD			
Students	Students	Students	Students		
1					
1					
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1					
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1					
1					
1					
		1			
1					
1					
1					
1					
1					
1					
		1			

Additional POST-Assessment B				
	Date given			
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range	Score Range	Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL	
0	0	0	0	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
#:	Students not as	ssessed and w	hy.	
ALL		SWD		
Students	Students	Students	Students	

	P
	S
	Ī
All Student Names	
Please HIGHLIGHT SWD.	
Abell. Adelynn	I ⊢
Bang, Isaiah	┨┞
Blentlinger, Chloe	┨┞
Crist Magan	┨┞
Crist, Mogan	┨
Delorme, William Hickerson, Rider	┨┞
Hopkins, Rylee	1
Lay, Holden	┧┝
Phillips, Memphis	1
Reed, Bri	1
Sayres, Gavin	1
Schnitzer, Michaela	1
Self, Dade	
Sharpe, Chevie	1 [
Stutheit, Lauren	1
Wallace, Joe	Į Ļ
student 18	┨┞
student 19	I ⊩
student 20	┨┞
student 21 student 22	┨┞
student 23	┨╟
student 24	1 -
student 25	1
student 26	1
student 27	1
student 28]
student 29] [
student 30	

PRE-Assessment				
Date given			2018-08-21	
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range	Score Range	Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL	
0	2	4	11	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
" "	2			
# 3	Students not as	ssessed and w	hy.	
ALL		SWD		
Students	Students	Students	Students	
		1		
			1	
	1			
	1		1	
		1		
		'	1	
		1		
			1	
			1	
			1	
		1		
			1	
			1	
			1	
			1	

		essment	
	Date given		
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention
Score Range	Score Range	Score Range	Score Range
100-90	89-70	69-50	49-1
Total #ALL	Total #ALL	Total #ALL	Total #ALL
3	2	4	8
Total #SWD	Total #SWD	Total #SWD	Total #SWD
# 3	Students not as	ssessed and w	hy.
ALL		SWD	
Students	Students	Students	Students
			1
		1	
1			
1			
			1
			1
1			1
- '			1
		1	'
			1
			1
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		1	
	1		
		1	
			1

Proficient & Close to Far From	2018-09-05
Proficient & Close to Far From	
Higher Proficient Proficient	Intervention
Score Range Score Range Score Range	Score Range
100-90 89-70 69-50	49-1
Total #ALL Total #ALL Total #ALL	Total #ALL
15 2 0	0
Total #SWD Total #SWD Total #SWD	Total #SWD
# Chdhhddddd	
# Students not assessed and w	ny.
ALL SWD	
Students Students Students	Students
1	
1	
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1	
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'	

	Additional POST-Assessment B				
Low es! H13 =	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
	Score Range	Score Range	Score Range	Score Range	
	100-90	89-70	69-50	49-1	
	Total #ALL	Total #ALL	Total #ALL	Total #ALL	
	0	0	0	0	
	Total #SWD	Total #SWD	Total #SWD	Total #SWD	
	# 5	Students not as	sessed and w	hv.	
				,.	
	ALL		SWD		
	Students	Students	Students	Students	

All Student Names
Please HIGHLIGHTSWD.
Claus, Janel
Ewell, Mike
Fountain, Taylor
Gaus, Christopher
Hulett, Lexis
Jennings, Manda
Logsdon, Kase
Mathes, Dayne
Parrish, Johnathon
Smith, Kara
Snow. Seanna
Tooney, James
Van Meter, Will
Wagy, Ivy
student 15
student 16
student 17
student 18
student 19
student 20
student 21
student 22
student 23
student 24
student 25
student 26
student 27
student 28
student 29
student 30

		essment			
	Date given		2018-08-21		
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention		
	Score Range	Score Range	Score Range		
100-90	89-70	69-50	49-1		
Total #ALL	Total #ALL	Total #ALL	Total #ALL		
0	2	4	8		
Total #SWD	Total #SWD	Total #SWD	Total #SWD		
# \$	Students not as	ssessed and w	hy.		
ALL		SWD			
Students	Students	Students	Students		
			1		
			1		
			1		
		1			
		1			
		1			
			1		
		1			
			1		
			1		
	1		'		
	1		1		
	1		'		

Date given 2018-08-28		MID-Assessment							
Higher		Date given		2018-08-28					
100-90	Higher	Proficient	Proficient	Intervention					
0 1 5 8 Total #SWD Total #SWD Total #SWD Total #SWD # Students not assessed and why. Students Students Students 1 1	Score Range 100-90								
Total #SWD	Total #ALL	Total #ALL	Total #ALL	Total #ALL					
# Students not assessed and why. ALL SWD Students Students Students 1 1 1 1 1 1 1 1 1 1 1 1 1	,			-					
ALL SWD Students Students Students 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Total #SWD	Total #SWD	Total #SWD	Total #SWD					
ALL SWD Students Students Students 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	# 6	Studente not as	seesed and w	hv					
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Stadents not as		y.					
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Students	Students	Students	Students					
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			1						
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									
1 1 1 1 1 1 1 1 1			1	'					
1 1 1				1					
1 1 1			1						
1 1				1					
1 1									
1				1					
		1							
			4	1					
			1						

POST-Assessment							
	Date given		2018-09-05				
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention				
Score Range		Score Range	Score Range				
100-90	89-70	69-50	49-1				
Total #ALL	Total #ALL	Total #ALL	Total #ALL				
12	1	1	0				
Total #SWD	Total #SWD	Total #SWD	Total #SWD				
# 5	Students not as	ssessed and w	hv.				
ALL		SWD					
Students	Students	Students	Students				
1							
1							
1							
1							
1							
1							
1							
	1						
		1					
1							
1							
1							
1							

Ad	dditional POS	T-Assessment	В	
	Date given			
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range	Score Range	Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL	
0	0	0	0	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
# 5	Students not as	ssessed and w	hy.	
ALL		SWD		
Students	Students	Students	Students	

All Student Names
Please HIGHLIGHTSWD.
student 1
student 2
student 3
student 4
student 5
student 6
student 7
student 8
student 9
student 10
student 11
student 12
student 13
student 14
student 15
student 16
student 17
student 18
student 19
student 20
student 21
student 22
student 23
student 24
student 25
student 26
student 27
student 28
student 29
student 30

	PRE-Ass	essment		
	Date given		2018-08-21	
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range	Score Range	Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL	
0	0	0	0	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
# \$	l Students not as	ssessed and w	hy.	
ALL		SWD		
Students	Students	Students	Students	

	MID-Assessment							
	Date given		2018-08-28					
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention					
Score Range	Score Range	Score Range	Score Range					
100-90	89-70	69-50	49-1					
Total #ALL	Total #ALL	Total #ALL	Total #ALL					
0	0	0	0					
Total #SWD	Total #SWD	Total #SWD	Total #SWD					
# 5	Students not as	ssessed and w	nv.					
ALL		SWD	,					
Students	Students	Students	Students					

	POST-Assessment								
	Date given 2018-09								
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention						
	Score Range	Score Range	Score Range						
100-90	89-70	69-50	49-1						
Total #ALL	Total #ALL	Total #ALL	Total #ALL						
0 Total #SWD	0 Total #SWD	0 Total #SWD	0 Total #SWD						
TOTAL #3VVD	10tal #300D	TOTAL #3VVD	TOTAL #3VVD						
# 5	Students not as	ssessed and w	hy.						
ALL		SWD							
Students	Students	Students	Students						
	1								

A		T-Assessmen	t B	
	Date given			
Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	
Score Range	Score Range	Score Range	Score Range	
100-90	89-70	69-50	49-1	
Total #ALL	Total #ALL	Total #ALL	Total #ALL	
0	0	0	0	
Total #SWD	Total #SWD	Total #SWD	Total #SWD	
# 5	Students not as	ssessed and w	hv	
	Stadents not a		ıy.	
ALL		SWD		
Students	Students	Students	Students	

	Step 1: COLLECT & CHART - PRE-Assessment									
Teachers	# Students Who Took Assessment		#Proficien	t & Higher	# Close to Proficient		# Far From Proficient		# Intervention	
reactiers	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD
	17	0	0		1		5		11	
	17	0	0		2		4		11	
	14	0	0		2		4		8	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
#	48	0	0	0	5	0	13	0	30	0
%	100.00%	0.00%	0.00%	#DIV/0!	10.42%	#DIV/0!	27.08%	#DIV/0!	62.50%	#DIV/0!
Students not Taking	ALL							Proficient & Higher + Close + Far =	#	%
Assessment and Why	SWD							+ Close + Far = Goal	18	37.50%

	STEP 1: COLLECT & CHART - MID-Assessment									
Teachers	# Students Who	Took Assessment	#Proficier	nt & Higher	# Close to Proficient		# Far From Proficient		# Intervention	
reachers	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD
	17	0	2		5		8		2	
	17	0	3		2		4		8	
	14	0	0		1		5		8	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
#	48	0	5	0	8	0	17	0	18	0
%	100.00%	0.00%	10.42%	#DIV/0!	16.67%	#DIV/0!	35.42%	#DIV/0!	37.50%	#DIV/0!
Students not Taking	ALL							Proficient & Higher + Close + Far =	#	%
Assessment and Why	SWD							Goal	30	62.50%
			-		-				1	

	STEP 1: COLLECT & CHART - POST-Assessment									
Teachers	# Students Who	Took Assessment	#Proficier	nt & Higher	# Close to	Proficient	# Far Fro	m Proficient	# Inter	vention
reachers	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD
	17	0	15		0		2		0	
	17	0	15		2		0		0	
	14	0	12		1		1		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
#	48	0	42	0	3	0	3	0	0	0
%	100.00%	0.00%	87.50%	#DIV/0!	6.25%	#DIV/0!	6.25%	#DIV/0!	0.00%	#DIV/0!
Students not Taking	ALL							Proficient & Higher + Close + Far =	#	%
Assessment and Why	SWD							Goal	48	100.00%

Step 1: COLLECT & CHART - Additional POST-Assessment									
# Students Who Took Assessment		#Proficien	t & Higher	# Close to	Proficient	# Far From	Proficient	# Inter	vention
Teachers #ALL #SWD		#ALL	#SWD	#ALL	#SWD	#ALL	#SWD	#ALL	#SWD

	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
#	0	0	0	0	0	0	0	0	0	0
%	#DIV/0!	#DIV/0!	#DIV/0!							
Students not Taking	ALL							Proficient & Higher	#	%
Students not Taking Assessment and Why	SWD							Proficient & Higher + Close + Far = Goal	0	#DIV/0!

Steps 2 & 3: Analyze & Prioritize - PRE-Assessment to MID-Assessment						
Strengths	Misconceptions, Flaws in Reasoning, Incomplete Learning					
Proficie	nt & Higher					
Students were able to write the whole Numbers and Decimal in Standard form, Word form and Expanded form.	Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.					
Close t	o Proficient					
Students were able to write the whole Numbers and Decimal in Standard form, Word form and Expanded form.	Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.					
Far from	n Proficient					
Students were able to write the whole Numbers and Decimal in Standard form, Word form and Expanded form.	Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.					
Inte	rvention					
Students were able to write the whole Numbers and Decimal in Standard form, Word form and Expanded form.	Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.					
Step 3: SMART Goal						
The number of scoring profi	cient or higher on the Common Formative PRE-Assessment					
given on 2018-08-21 will inc as measured by the Common Formative MID-Assessn	rease from 0 to 18 nent to be administered on 2018-08-28					

Step 2: Analyze & Prioritize - MID-Assessment to POST-Assessment							
	Strengths	Misconceptions, Flaws in Reas	soning, Incomplete Learning				
	Proficient	& Higher					
	to write the whole Numbers and Decimals /ord form and Expanded form.	Students were unable to write to Standard form, Word form and					
	Close to	Proficient					
	to write the whole Numbers and Decimals /ord form and Expanded form.	Students were unable to write to Standard form, Word form and					
	Far from	Proficient					
	to write the whole Numbers and Decimals ord form and Expanded form.	Students were unable to write to Standard form, Word form and					
	Interv	ention					
	to write the whole Numbers and Decimals ord form and Expanded form.	Students were unable to write to Standard form, Word form and					
		MART Goal					
The number of		ent or higher on the Common Fo	ormative MID-Assessment				
given on as meası	given on 2018-08-28 will increase from 5 to 30 as measured by the Common POST-Assessment to be administered on 2018-09-05						

	Step 2: Analyze & Prioritize - POST-As	sessment to Additional POST-Assessment				
	Strengths	Misconceptions, Flaws in Reasoning, Incomplete Learning				
	Profici	ient & Hlgher				
	to write whole numbers and decimals in expanded form correctly	Students missed writing the decimals in expanded form.				
	Close	to Proficient				
	to write whole numbers and decimals in expanded form correctly	Students missed writing the decimals in expanded form.				
	Far fro	om Proficient				
	to write whole numbers and decimals in expanded form correctly	Students missed writing the decimals in expanded form.				
	Int	ervention				
	to write whole numbers and decimals in expanded form correctly	Students missed writing the decimals in expanded form.				
	Step 3:	: SMART Goal				
The number of	· · · · · · · · · · · · · · · · · · ·					
given on		crease from 0 to 0				

as measured by the Common POST-Assessment B to be administered on

	Step 4: Determine Instruction: PRE-Assessment						
Instruction	Assessment Capable Learner						
Selected Instructional Strategy(ies) Materials for Teachers & Students		Assignments & Assessments - Where will students be required to use the STRATEGY(IES)					
Proficient & Hlgher							
Using a Place Value Chart students would do a choral reading as I pointed to the different place values. Students stated a number and where to write it on the place value chart. The whole class would read the number in unison.	Math Antics Video: On Place Value. Video Mr. C Decimal Place Value.Writing numbers is standard, word and expanded form. My Math: Place Value through Billions. Place value through Hundred Thousandths. Made Place Value foldables. Worksheets writing larger numbers in Standard, Word and Expanded form.	Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?					
	Close to Proficient						
Using a Place Value Chart students would do a choral reading as I pointed to the different place values. Students stated a number and where to write it on the place value chart. The whole class would read the number in unison.	Math Antics Video: On Place Value. Video Mr. C Decimal Place Value.Writing numbers is standard, word and expanded form. My Math: Place Value through Billions. Place value through Hundred Thousandths. Made Place Value foldables. Worksheets writing larger numbers in Standard, Word and Expanded form.	Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?					
	Far from Proficient						

Using a Place Value Chart students would do a choral reading as I pointed to the different place values. Students stated a number and where to write it on the place value chart. The whole class would read the number in unison.

Math Antics Video: On Place Value. Video Mr. C Decimal Place Value. Writing numbers is standard, word and expanded form. My Math: Place Value through Billions. Place value through Hundred Thousandths. Made Place Value foldables. Worksheets writing larger numbers in Standard, Word and Expanded form.

Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?

Intervention

Using a Place Value Chart students would do a choral reading as I pointed to the different place values. Students stated a number and where to write it on the place value chart. The whole class would read the number in unison.

Math Antics Video: On Place Value. Video Mr. C Decimal Place Value. Writing numbers is standard, word and expanded form. My Math: Place Value through Billions. Place value through Hundred Thousandths. Made Place Value foldables. Worksheets writing larger numbers in Standard, Word and Expanded form.

Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book "How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?

Step 4: Determine Instruction: MID-Assessment					
Instruction	Instructional Practice(s)				
Selected Instructional Strategy(ies) Materials for Teachers & Students		Assignments & Assessments - Where will students be required to use the STRATEGY(IES)			
Proficient & HIgher					

Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers in Standard, Word and Expanded forms.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.
	Close to Proficient	
Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers in Standard, Word and Expanded forms.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.
	Far from Proficient	
Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers in Standard, Word and Expanded forms.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.
	Intervention	
Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers in Standard, Word and Expanded forms.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.

Step 4: Determine Instruction: POST-Assessment					
Instruction					
Selected Instructional Strategy(ies)	Materials for Teachers & Students	Assignments & Assessments - Where will students be required to use the STRATEGY(IES)			
Proficient & Hlgher					

Students were able to write whole numbers and decimals in standard, word and expanded form.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.
	Close to Proficient	
Students were able to write whole numbers and decimals in standard, word and expanded form.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.
	Far from Proficient	
Students were able to write whole numbers and decimals in standard, word and expanded form.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.
	Intervention	
Students were able to write whole numbers and decimals in standard, word and expanded form.	Made Place Value Chart. Practice writing larger Whole Numbers on a temp plate. In standard, word and expanded forms.	Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.

Step 6: Monitoring (Establish timeline fo	Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) PRE to MID					
Sources of Data to Monitor	Individual(s) responsible	Timeline				
(Insert the data you plan to monitor)	(to coordinate, communicate, & chart progress)	(start & scheduled completion dates)				
Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?		Start				
Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?		2018-08-21				
Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?		Completion				
Pre, Mid and Post test. Worksheets pg. 1 & 2 Understand Place Value and Place Value Chart. Critical Thinking:Read the book " How Much is a Million"? By David Schwartz. Writing Prompt: How would you spend a Million Dollars? Place Value: Word Search and Cross Word puzzle. ws pg 8 & 9. Decimal Place Value ws pg 6 Thousandths. In class assignment pg.37. Critical Thinking: On Place Value:What might happen if all numbers disappeared for a day? Describe the no number day?		2018-08-29				

Evaluate: (Compare planned against achieved results; summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)

Planned	Achieved
Goals, Results, Indicators	(Goals, Results, Indicators)
Apply: (Construct new le	earnings and applications)
Learned	What will be replicated

Step 6: Monitoring (Establish timeline	for Monitoring	Progress and Evaluate Effecti	veness) MID to POST			
Sources of Data to Monitor	Indiv	vidual(s) responsible	Timeline			
(Insert the data you plan to monitor)	(to coordinate	e, communicate, & chart progress)	(start & scheduled completion dates)			
Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.			Start			
Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.			2018-08-28			
Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.			Completion			
Pretest on 5.NBT.A.1. Read, write, and identify numbers frombillions to thousandths using word, standard, and expanded forms.			2018-09-12			
Evaluate: (Compare planned against achieved analyze, infer, and c		e impressions, recall supporting ir ential cause-and-effect relationship				
Planned		Achi	eved			
Goals, Results, Indicators		(Goals, Resu	lts, Indicators)			
Apply:	(Construct new le	arnings and applications)				
Learned		What will be replicated				

Sources of Data to Monitor	Indiv	ridual(s) responsible	Timeline
(Insert the data you plan to monitor)		e, communicate, & chart progress)	(start & scheduled completion dates)
Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.			Start
Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.			2018-09-05
Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.			Completion
Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.			
Evaluate: (Compare planned against achieved rand d		e impressions, recall supporting ential cause-and-effect relations	•
Planned		Ad	chieved
Goals, Results, Indicators		(Goals, Re	esults, Indicators)
Apply: (Construct new le	arnings and applications)	
Learned		What will	be replicated

				Reporti	ing Form 1	Р	RE-MID						
Evicence- based Assessment Capable Learner	Grade/Course:		#All:	48	#SWD:	0	Content Area:		Standard:	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word, standard, and expanded forms.	#Teachers in Report:	1	
	1st Strate	gies Used (Pre-ass	sessment)				2nd Strate	gies Used (Mid-As	sessment)				
Using a Place Value Chart students would do a choral reading as I pointed to the different Proficient & Higher place values. Students stated a number and where to write it on the place value chart. The whole class would read the number in unison.						Proficient & Higher Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers Standard, Word and Expanded forms.						ole numbers in	
Close to Proficient	Using a Place Val place values. Stud whole class would	ents stated a numb	er and where to wr	eading as I pointed rite it on the place v		Close to Proficien	t	Envision textbook: Standard, Word ar		n pgs 4 &5. Watch v	video on writing who	ole numbers in	
Far to Go		ents stated a numb	er and where to wr	eading as I pointed rite it on the place v		Far to Go		Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers Standard, Word and Expanded forms.					
Intervention		ents stated a numb	er and where to wr	eading as I pointed rite it on the place v		Intervention Envision textbook: Place Value le Standard, Word and Expanded fo				sson pgs 4 &5. Watch video on writing whole numbers in rms.			
	Assessme	ent Date:		2018-08-21				Assessm	ent Date	2018-08-28	2018-08-28		
Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	Studen	t Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	
Proficient & Higher	100-90	0	0	0.00%	#DIV/0!	Proficient & Highe	r	100-90	5	0	10.42%	#DIV/0!	
Close to Proficient	89-70	5	0	10.42%	#DIV/0!	Close to Proficien	t	89-70	8	0	16.67%	#DIV/0!	
Far from Proficient	69-50	13	0	27.08%	#DIV/0!	Far from Proficien	t	69-50	17	0	35.42%	#DIV/0!	
Intervention	49-1	30	0	62.50%	#DIV/0!	Intervention		49-1	18	0	37.50%	#DIV/0!	
	Totals	48	0	100.00%	#DIV/0!	l		Totals	48	0	100.00%	#DIV/0!	
SWD(s) not assessed & why						SWD(s) not assessed & why							
% Change from assessment to		Proficient	t & Higher	Close to	Proficient	Far from	Proficient	Interv	ention				
next assessment.	%ALL		42%	6.2		8.3		-25.					
	%SWD	#DI	V/0!	#DI	V/0!	#DI	V/0!	#DI	#DIV/0!				

				Reportir	ng Form 2	M	ID-POST					
	Assessment apable Learner	Grade/Course:	#All:	48	#SWD:	0	Content Area:		Standard:	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word, standard, and expanded forms.	#Teachers in Report:	1
		1st Strategies Used (Mid-ass	sessment)			2nd Strategies Used (Post-Assessment)						
Proficient & Higher Envision textbook: Place Value lesson pgs 4 &5. Watch video on writing whole numbers in Standard, Word and Expanded forms.							r	Students were able form.	e to write whole n	umbers and decimals	s in standard, word	and expanded

Close to Proficient	Envision textbook: Standard, Word and			video on writing wh	ole numbers in	Close to Proficient	Students were able to write whole numbers and decimals in standard, word and expanded form.					
Far to Go	Envision textbook: Standard, Word and			video on writing wh	ole numbers in	Far to Go	Students were able to write whole numbers and decimals in standard, word and expanded form.					
Intervention	Envision textbook: Standard, Word and			video on writing wh	ole numbers in	Intervention	Students were able form.	Students were able to write whole numbers and decimals in standard, word and expande form.				
	Assessme	ent Date:	2018-08-28			Assessment Date		2018-09-05				
Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	
Proficient & Higher	100-90	5	0	10.42%	#DIV/0!	Proficient & Higher	100-90	42	0	87.50%	#DIV/0!	
Close to Proficient	89-70	8	0	16.67%	#DIV/0!	Close to Proficient	89-70	3	0	6.25%	#DIV/0!	
Far from Proficient	69-50	17	0	35.42%	#DIV/0!	Far from Proficient	69-50	3	0	6.25%	#DIV/0!	
Intervention	49-1	18	0	37.50%	#DIV/0!	Intervention	49-1	0	0	0.00%	#DIV/0!	
	Totals	48	0				Totals	48	0			
Student(s) not assessed & why						Student(s) not assessed & why						
9/ Change from accessment to		Proficien	t & Higher	Close to	Proficient	Far from Proficient	Interve	ention				
% Change from assessment to next assessment.	%ALL	77.	08%	-10.	42%	-29.17%	-37.5	0%				
	%SWD	#DI	V/0!	#DI	V/0!	#DIV/0!	#DI\	//0!				

			Reportir	ng Form 2	PC	OST- to Addition	nal POST-Asses	ssment B				
Evicence- based Practice: Assessment Capable Learner	Grade/Course:		#All:	0	#SWD:	0	Content Area:		Standard:	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word, standard, and expanded forms.	#Teachers in Report:	1
	1st Strate	gies Used (Mid-ass	sessment)				2nd Strate	gies Used (Post-As	ssessment)		T	
Proficient & Higher	and expanded	Proficient & Highe	r	#REF!								
Close to Proficient	Students were able form.	e to write whole nu	mbers and decimal	s in standard, word	and expanded	Close to Proficient	Close to Proficient #REF!					
Far to Go	Students were able form.	e to write whole nu	mbers and decimal	s in standard, word	and expanded	Far to Go #REF!						
Intervention	Students were able form.	e to write whole nu	mbers and decimal	s in standard, word	and expanded	Intervention		#REF!	#REF!			
	Assessm	ent Date:		2018-09-05				Assessn	nent Date			
Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	Student	Student Levels		#ALL	#SWD	%ALL	%SWD
Proficient & Higher	100-90	42	0	87.50%	#DIV/0!	, ,	Proficient & Higher		0	0	#DIV/0!	#DIV/0!
Close to Proficient	89-70	3	0	6.25%	#DIV/0!	Close to Proficient	-	89-70	0	0	#DIV/0!	#DIV/0!
Far from Proficient	69-50	3	0	6.25%	#DIV/0!	Far from Proficien	t	69-50	0	0	#DIV/0!	#DIV/0!
Intervention	49-1	0	0	0.00%	#DIV/0!	Intervention		49-1	0	0	#DIV/0!	#DIV/0!
	Totals	48	0					Totals	0	0		

Student(s) not assessed & why						Student(s) not assessed & why						
0/ Change from accessment to			Proficient & Higher		Close to I	Proficient	Far from P	roficient	Interve	ention		
% Change from assessment to next assessment.	%ALL	#DIV/	/0!	#DI	#DIV/0!		/0!	#DI	//0!			
	%SWD	#DIV/	/0!	#DI	V/0!	#DIV	//0!	#DI	//0!			









