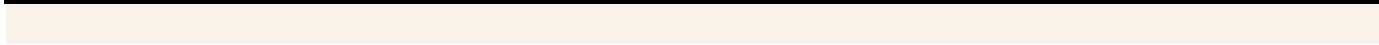


Team Information	
Students being measured	
#Teachers on Team	1
Content Area	
Standard	<i>5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word , standard, and expanded forms.</i>
Evidence-Based Practice	Assessment Capable Learner
TEACHER	
PRE-Assessment: Date Given	<i>2018-08-21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

POST-Assessment Notes	
Additional POST-Assessment Notes	



Step 1: COLLECT & CHART - PRE-Assessment										
Teachers	# Students Who Took Assessment		#Proficient & Higher		# Close to Proficient		# Far From Proficient		# Intervention	
	#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 Assessment and Why	ALL							Proficient & Higher + Close + Far = Goal	#	%
	SWD								18	37.50%

STEP 1: COLLECT & CHART - MID-Assessment										
Teachers	# Students Who Took Assessment		#Proficient & Higher		# Close to Proficient		# Far From Proficient		# Intervention	
	#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 Assessment and Why	ALL							Proficient & Higher + Close + Far = Goal	#	%
	SWD								30	62.50%

1

STEP 1: COLLECT & CHART - POST-Assessment										
Teachers	# Students Who Took Assessment		#Proficient & Higher		# Close to Proficient		# Far From Proficient		# Intervention	
	#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 Assessment and Why	ALL							Proficient & Higher + Close + Far = Goal	#	%
	SWD								48	100.00%

Step 1: COLLECT & CHART - Additional POST-Assessment										
Teachers	# Students Who Took Assessment		#Proficient & Higher		# Close to Proficient		# Far From Proficient		# Intervention	
	#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!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Students not Taking Assessment and Why	ALL							Proficient & Higher + Close + Far = Goal	#	%
	SWD								0	#DIV/0!

Steps 2 & 3: Analyze & Prioritize - PRE-Assessment to MID-Assessment

Strengths		Misconceptions, Flaws in Reasoning, Incomplete Learning...	
Proficient & Higher			
Students were able to write the whole Numbers and Decimals 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 to Proficient			
Students were able to write the whole Numbers and Decimals 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 Proficient			
Students were able to write the whole Numbers and Decimals in Standard form, Word form and Expanded form.		Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.	
Intervention			
Students were able to write the whole Numbers and Decimals 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 proficient or higher on the Common Formative PRE-Assessment			
given on	2018-08-21	will increase from	0	to	18
as measured by the Common Formative MID-Assessment to be administered on				2018-08-28	

Step 2: Analyze & Prioritize - MID-Assessment to POST-Assessment

Strengths	Misconceptions, Flaws in Reasoning, Incomplete Learning...
Proficient & Higher	
Students were able to write the whole Numbers and Decimals 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 to Proficient	
Students were able to write the whole Numbers and Decimals 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 Proficient	
Students were able to write the whole Numbers and Decimals in Standard form, Word form and Expanded form.	Students were unable to write the Decimal Numbers in Standard form, Word form and Expanded form.
Intervention	
Students were able to write the whole Numbers and Decimals 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 proficient or higher on the Common Formative MID-Assessment	
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-Assessment to Additional POST-Assessment

Strengths

Misconceptions, Flaws in Reasoning, Incomplete Learning...

Proficient & Higher

Students were able to write whole numbers and decimals in standard, word and expanded form correctly

Students missed writing the decimals in expanded form.

Close to Proficient

Students were able to write whole numbers and decimals in standard, word and expanded form correctly

Students missed writing the decimals in expanded form.

Far from Proficient

Students were able to write whole numbers and decimals in standard, word and expanded form correctly

Students missed writing the decimals in expanded form.

Intervention

Students were able to write whole numbers and decimals in standard, word and expanded form correctly

Students missed writing the decimals in expanded form.

Step 3: SMART Goal

The number of	scoring proficient or higher on the Common Formative MID-Assessment				
given on	2018-09-05	will increase from	0	to	0

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

Step 4: Determine Instruction: PRE-Assessment

Instructional Practice(s)		Assessment Capable Learner
Selected Instructional Strategy(ies)	Materials for Teachers & Students	Assignments & Assessments - Where will students be required to use the STRATEGY(IES)
Proficient & Higher		
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		

<p>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.</p>	<p>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.</p>	<p>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?</p>
Intervention		
<p>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.</p>	<p>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.</p>	<p>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?</p>

Step 4: Determine Instruction: MID-Assessment		
Instructional Practice(s)		2018-09-12
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 from billions 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 from billions 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 from billions 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 from billions to thousandths using word, standard, and expanded forms.

Step 4: Determine Instruction: POST-Assessment		
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		

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 for Monitoring Progress and Evaluate Effectiveness) PRE to MID

Sources of Data to Monitor	Individual(s) responsible	Timeline
<i>(Insert the data you plan to monitor)</i>	<i>(to coordinate, communicate, & chart progress)</i>	<i>(start & scheduled completion dates)</i>
<p><i>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?</i></p>		Start
<p><i>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?</i></p>		2018-08-21
<p><i>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?</i></p>		Completion
<p><i>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?</i></p>		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
<i>Goals, Results, Indicators</i>	<i>(Goals, Results, Indicators)</i>
Apply: <i>(Construct new learnings and applications)</i>	
Learned	What will be replicated

Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) MID to POST

Sources of Data to Monitor	Individual(s) responsible	Timeline
<i>(Insert the data you plan to monitor)</i>	<i>(to coordinate, communicate, & chart progress)</i>	<i>(start & scheduled completion dates)</i>
<i>Pretest on 5.NBT.A.1. Read, write, and identify numbers from billions to thousandths using word, standard, and expanded forms.</i>		<i>Start</i>
<i>Pretest on 5.NBT.A.1. Read, write, and identify numbers from billions to thousandths using word, standard, and expanded forms.</i>		<i>2018-08-28</i>
<i>Pretest on 5.NBT.A.1. Read, write, and identify numbers from billions to thousandths using word, standard, and expanded forms.</i>		<i>Completion</i>
<i>Pretest on 5.NBT.A.1. Read, write, and identify numbers from billions to thousandths using word, standard, and expanded forms.</i>		<i>2018-09-12</i>

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
<i>Goals, Results, Indicators</i>	<i>(Goals, Results, Indicators)</i>
Apply: <i>(Construct new learnings and applications)</i>	
Learned	What will be replicated

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Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) POST to ADD. POST

Sources of Data to Monitor	Individual(s) responsible	Timeline
<i>(Insert the data you plan to monitor)</i>	<i>(to coordinate, communicate, & chart progress)</i>	<i>(start & scheduled completion dates)</i>
<i>Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.</i> <i>Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.</i> <i>Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.</i> <i>Pre, Mid and Post test. Textbook pages 4 & 5 for whole numbers. For decimals pages 10 & 11.</i>		Start 2018-09-05 Completion

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
<i>Goals, Results, Indicators</i>	<i>(Goals, Results, Indicators)</i>

Apply: (Construct new learnings and applications)

Learned	What will be replicated

Reporting Form 1												PRE-MID	
Evidence-based Practice:	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 Strategies Used (Pre-assessment)						2nd Strategies Used (Mid-Assessment)							
Proficient & Higher		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.				Proficient & Higher		Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					
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.				Close to Proficient		Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					
Far to Go		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.				Far to Go		Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					
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.				Intervention		Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					
Assessment Date:			2018-08-21			Assessment Date			2018-08-28				
Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD	Student Levels	Possible Score(s)	#ALL	#SWD	%ALL	%SWD		
Proficient & Higher	100-90	0	0	0.00%	#DIV/0!	Proficient & Higher	100-90	5	0	10.42%	#DIV/0!		
Close to Proficient	89-70	5	0	10.42%	#DIV/0!	Close to Proficient	89-70	8	0	16.67%	#DIV/0!		
Far from Proficient	69-50	13	0	27.08%	#DIV/0!	Far from Proficient	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!	Totals		48	0	100.00%	#DIV/0!		
SWD(s) not assessed & why						SWD(s) not assessed & why							
% Change from assessment to next assessment.		Proficient & Higher		Close to Proficient		Far from Proficient		Intervention					
		%ALL	10.42%	6.25%	8.33%	-25.00%							
		%SWD	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!							

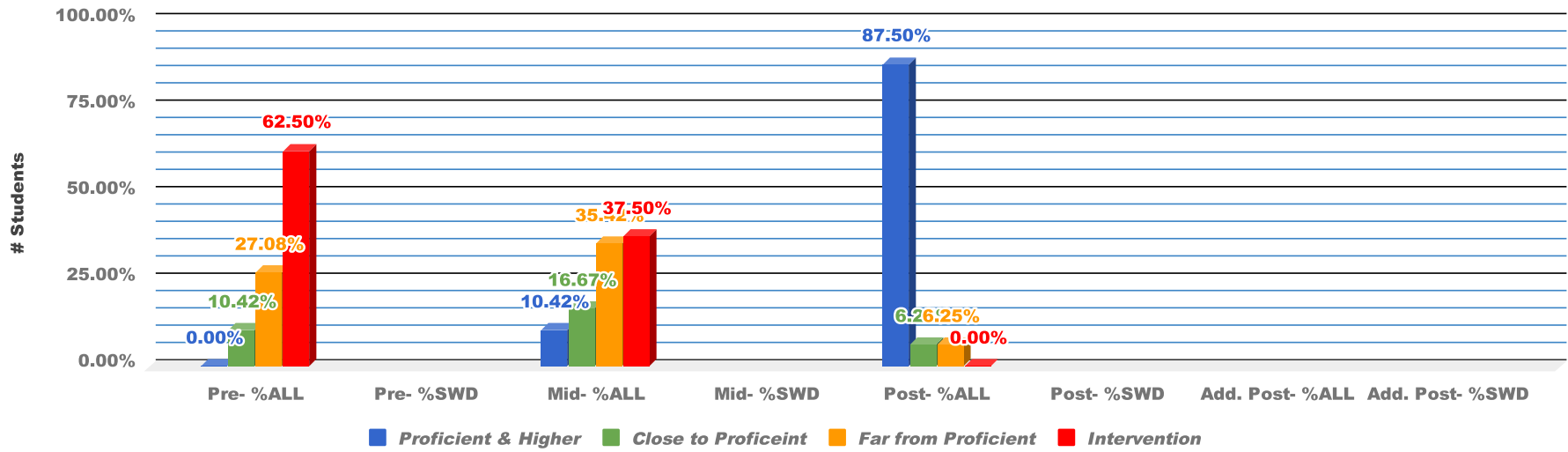
Reporting Form 2												MID-POST	
Evidence-based Practice:	Assessment Capable Learner	Grade/Course:		#All:	48	#SWD:	0	Content Area:		Standard:	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word, standard, and expanded forms.	#Teachers in Report:	1
1st Strategies Used (Mid-assessment)						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.				Proficient & Higher		Students were able to write whole numbers and decimals in standard, word and expanded form.					

Close to Proficient	Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					Close to Proficient	Students were able to write whole numbers and decimals in standard, word and expanded form.						
Far to Go	Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					Far to Go	Students were able to write whole numbers and decimals in standard, word and expanded form.						
Intervention	Envision textbook: Place Value lesson pgs 4 & 5. Watch video on writing whole numbers in Standard, Word and Expanded forms.					Intervention	Students were able to write whole numbers and decimals in standard, word and expanded form.						
		Assessment 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						
% Change from assessment to next assessment.			Proficient & Higher		Close to Proficient		Far from Proficient		Intervention				
		%ALL	77.08%		-10.42%		-29.17%		-37.50%				
		%SWD	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!				

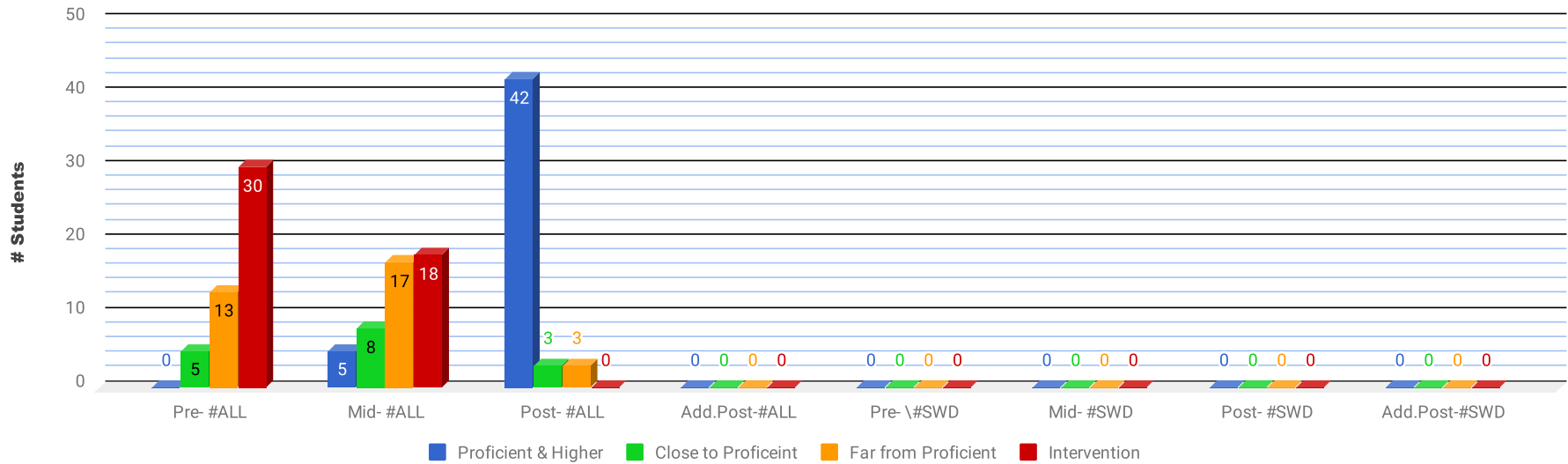
Reporting Form 2												POST- to Additional POST-Assessment B			
Evidence-based Practice:	Assessment Capable Learner	Grade/Course:	#All:	0	#SWD:	0	Content Area:	Standard:	5.NBT.A.1 Read, write and identify numbers from billions to thousandths using word, standard, and expanded forms.	#Teachers in Report:	1				
1st Strategies Used (Mid-assessment)						2nd Strategies Used (Post-Assessment)									
Proficient & Higher		Students were able to write whole numbers and decimals in standard, word and expanded form.				Proficient & Higher		#REF!							
Close to Proficient		Students were able to write whole numbers and decimals in standard, word and expanded form.				Close to Proficient		#REF!							
Far to Go		Students were able to write whole numbers and decimals in standard, word and expanded form.				Far to Go		#REF!							
Intervention		Students were able to write whole numbers and decimals in standard, word and expanded form.				Intervention		#REF!							
		Assessment Date:		2018-09-05					Assessment Date						
Student Levels		Possible Score(s)	#ALL	#SWD	%ALL	%SWD	Student Levels		Possible Score(s)	#ALL	#SWD	%ALL	%SWD		
Proficient & Higher		100-90	42	0	87.50%	#DIV/0!	Proficient & Higher		100-90	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 Proficient		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				

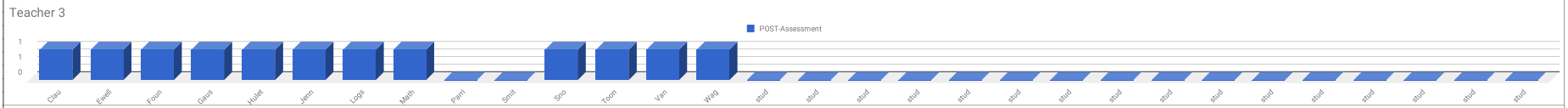
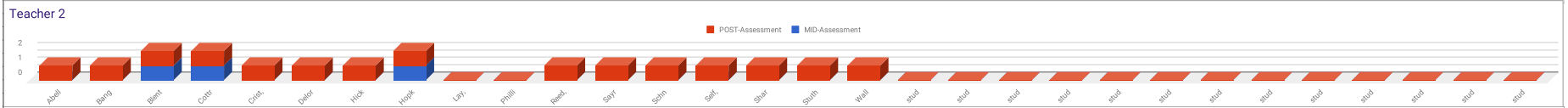
Student(s) not assessed & why							Student(s) not assessed & why						
% Change from assessment to next assessment.		Proficient & Higher		Close to Proficient		Far from Proficient		Intervention					
	%ALL	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!					
	%SWD	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!					

% Pre-, % Mid-, & % Post- Data



#ALL vs #SWD

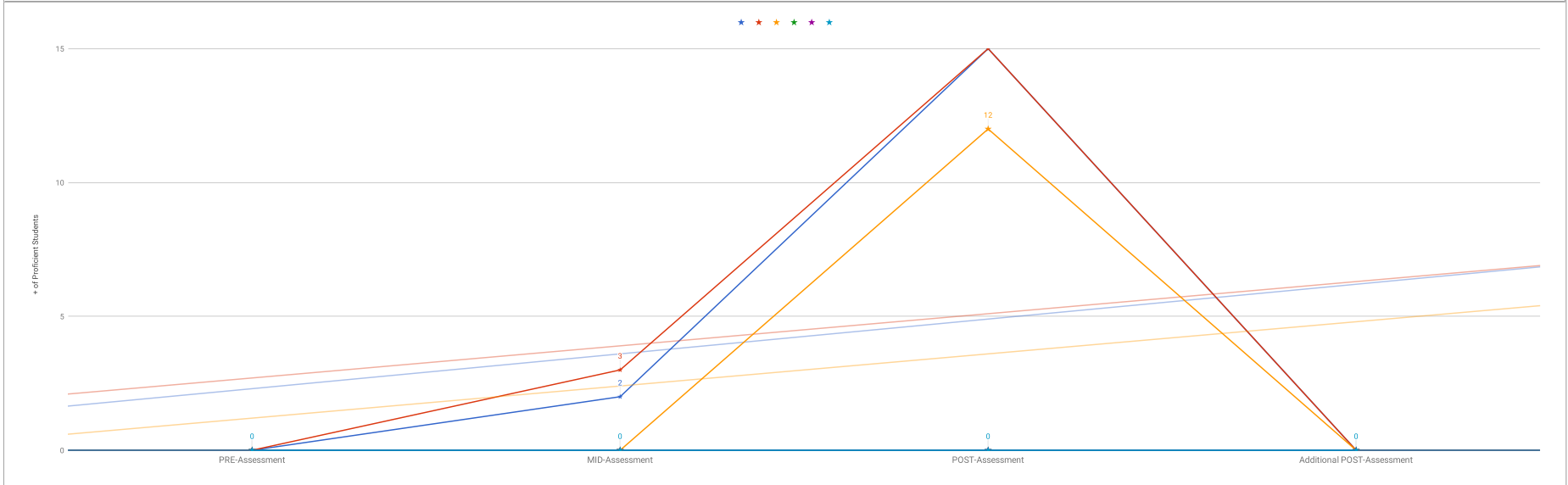




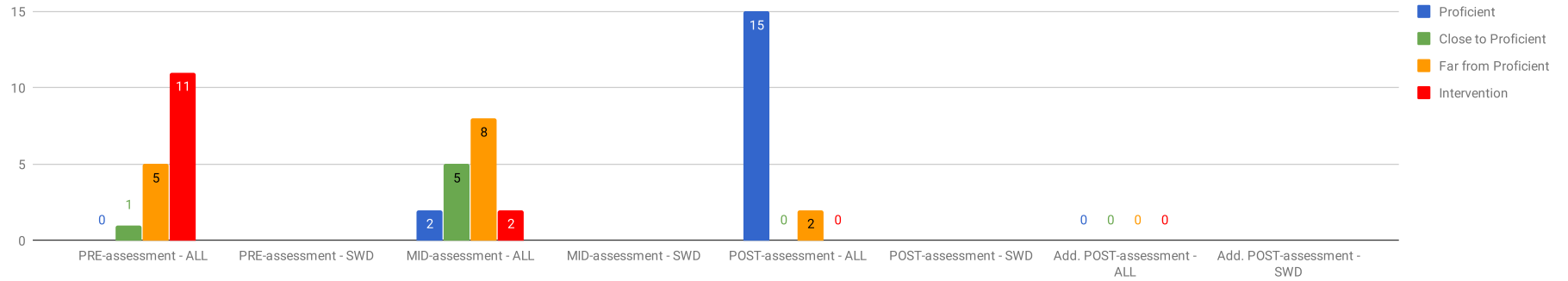
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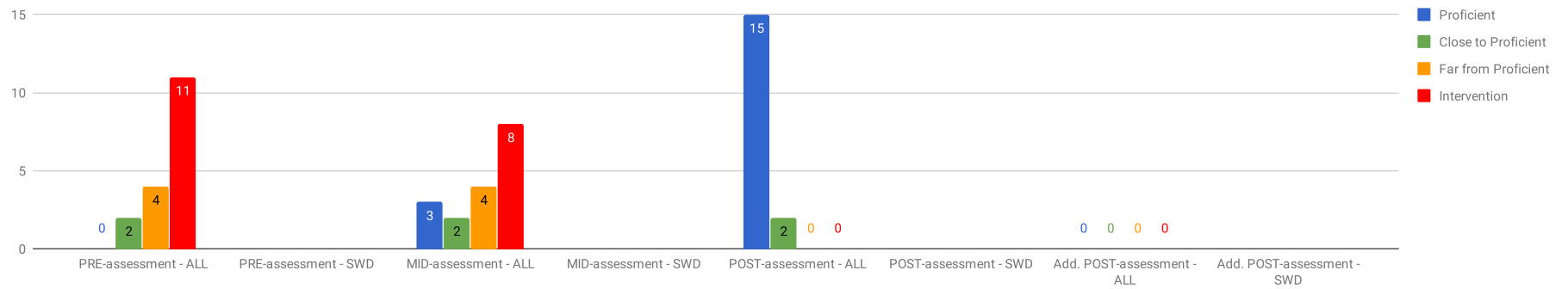
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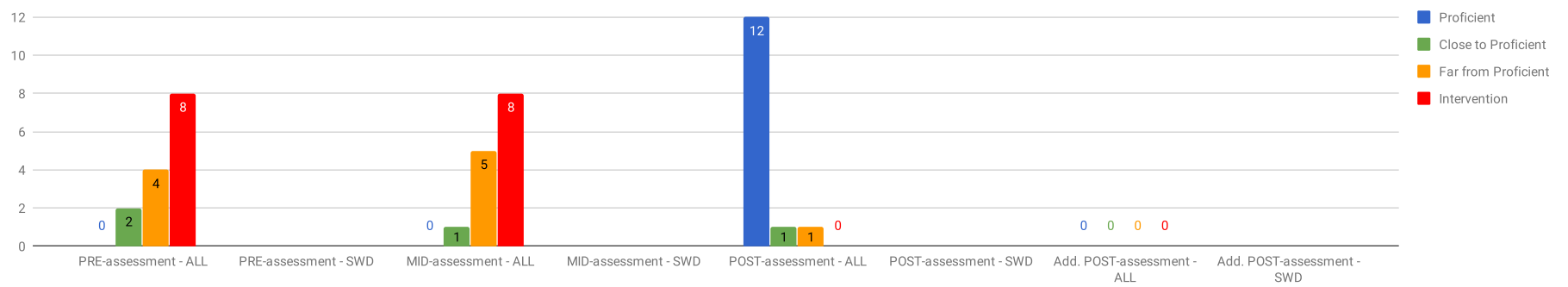
Teacher 1



Teacher 2



Teacher 3



Teacher 4



