Charting Our Results ~ How Did We Do?

Essential Standard-NTB 2.3 Number And Operations In Base Ten: Understand Place Value

Teacher	Assessment Results: A Question of Numbers				
	Total Number of Students	Percentage of students who mastered each question			
		CFA #1 Even Odd	CFA #2 Number Forms	CFA #3 Skip Counting	CSA
Lynch	20	100%	Initial- 95% APM1- 100%	80%	90%
Stone	21	100%	Initial- 60% APM1- 90%	74%	
Still	19	100%	Initial- 68% APM1-84%	95%	89%

Teacher	Assessment Results: A Question of Numbers				
	Total Number of Students	Percentage of students who mastered each question			
		1	2	3	4
	5				

WHAT DOES THE DATA TELL US?

What are possible causes for these data and results?

Total % of proficiency is 69% after CFA #2. After initial data, initial interventions, we would like to be at 80% working toward 100% after progress monitoring.

STUDENT? (knowledge, skills and dispositions)
INFRASTRUCTURE? (schedules, programming, and resources)
CURRICULUM? (design and implementation)
INSTRUCTION? (methods, materials, and resources)
TEACHERS? (knowledge, skill, and dispositions)

Was there a consistent pattern in the mistakes?
Misspelling in word form. Did not use chart to spell or was not able to transfer number word to paper. Flipping order of expanded form. This indicates they don't understand number values. In expanded form they would not put the correct value of numbers. Unit form instead of word forms.
Which instructional practices proved to be most effective?
-Making the connection between base ten drawings and expanded form to connect the value.
-Constant use of word number charts.

WHAT ARE WE GOING TO DO ABOUT IT?

Create specific interventions

What will be our intervention plan?
Instructional Response Planning Template
Adopted from *Design in Five: Essential Phases to Create Engaging Assessment Practices*

Learning Goal or Misconception to Work On	Learning Goal or Misconception to Work On	Learning Goal or Misconception to Work On
The value of each digit in a three digit number in order to expand it	**Taking a three digit number and put it into word form**	**Drawing a base ten drawing to represent a three digit number**
Students	**Students**	**Students**
Dylan (1) **Creek (1)** **Reece (1)** **Owen (1)** **Jaxton(1)** **Jase (1)** **Emory (1)**	**Dylan (1)** **Creek (1)** **Reece (1)** **Owen (1)** **Jaxton (1)** **Jacy (1)** **Jase (1)**	**Emory (1)** **Knox (2)** **Dylan (1)**

Knox (2) Delilah (2)	Emory (1) Katelyn (2) Zayne (2) Aiden (2) Laurel (2) Knox (2)	
Instructional Plan	Instructional Plan	Instructional Plan
Resources / Materials Needed:	Resources / Materials Needed:	Resources / Materials Needed:
Date to Implement:	9/20-10/4	
Date to Discuss Data / Student Work:	10/5	
Date to Respond to our Data:	10/6	

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Students	Students	Students

Progress Monitoring:

10/4 data Number muncher cfa regiven **Dylan (1)-100%** **Creek (1)-85%** **Reece (1)-69%** **Owen (1)-90%** **Jaxton - 75%** **Jase (1)-50%** **Emory (1)-65%** **Knox (2)-85%** **Aiden- 90%** **Zane- 90%** **Jacy - 100%** **Katelyn- 100%** **Laurel - 90%** **Emory -63%**	10/12	

Jase, Emory, and Reece will continue to work on number forms.

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Students	Students	Students
Dylan (1) Creek (1) Reece (1) Owen (1) Jaxton (1) Jase (1) Emory (1) Knox (2) Delilah (2)	Dylan (1) Creek (1) Reece (1) Owen (1) Jaxton (1) Jacy (1) Jase (1) Emory (1) Katelyn (2) Zayne (2) Aiden (2) Laurel (2) Knox (2)	Emory (1) Knox (2) Dylan (1)