

Updated data team form

| Team Information                 |                            |
|----------------------------------|----------------------------|
| Students being measured          |                            |
| #Teachers on Team                | 1                          |
| Content Area                     |                            |
| Standard                         | 2.RA.A.1                   |
| Evidence-Based Practice          | Assessment Capable Learner |
| TEACHER                          |                            |
| PRE-Assessment: Date Given       | 2018-10-01                 |
| PRE-Assessment: Meeting Date     | 2018-10-03                 |
| MID-Assessment: Date Given       | 2018-10-10                 |
| MID-Assessment: Meeting Date     | 2018-10-10                 |
| POST-Assessment: Date Given      | 2018-12-12                 |
| POST-Assessment: Meeting Date    | 2018-12-12                 |
| Additional POST B: Date Given    |                            |
| Additional POST B: Meeting Date  |                            |
| PRE-Assessment Notes             |                            |
| MID-Assessment Notes             |                            |
| POST-Assessment Notes            |                            |
| Additional POST-Assessment Notes |                            |

| PRE-Assessment                   |                     |                     |              | MID-Assessment                   |                     |                     |              | POST-Assessment                  |                     |                     |              | Additio             |       |
|----------------------------------|---------------------|---------------------|--------------|----------------------------------|---------------------|---------------------|--------------|----------------------------------|---------------------|---------------------|--------------|---------------------|-------|
| Date given                       |                     |                     |              | Date given                       |                     |                     |              | Date given                       |                     |                     |              | Dat                 |       |
| Proficient & Higher              | Close to Proficient | Far From Proficient | Intervention | Proficient & Higher              | Close to Proficient | Far From Proficient | Intervention | Proficient & Higher              | Close to Proficient | Far From Proficient | Intervention | Proficient & Higher | Cl    |
| Score Range                      | Score Range         | Score Range         | Score Range  | Score Range                      | Score Range         | Score Range         | Score Range  | Score Range                      | Score Range         | Score Range         | Score Range  | Score Range         | Pro   |
| Total #ALL                       | Total #ALL          | Total #ALL          | Total #ALL   | Total #ALL                       | Total #ALL          | Total #ALL          | Total #ALL   | Total #ALL                       | Total #ALL          | Total #ALL          | Total #ALL   | Total #ALL          | Total |
| 0                                | 0                   | 6                   | 15           | 0                                | 1                   | 11                  | 9            | 11                               | 7                   | 3                   | 0            | 0                   | Tota  |
| Total #SWD                       | Total #SWD          | Total #SWD          | Total #SWD   | Total #SWD                       | Total #SWD          | Total #SWD          | Total #SWD   | Total #SWD                       | Total #SWD          | Total #SWD          | Total #SWD   | Total #SWD          | Total |
|                                  |                     | 2                   | 2            |                                  |                     | 2                   | 2            | 1                                | 2                   |                     |              |                     | Tota  |
| # Students not assessed and why. |                     |                     |              | # Students not assessed and why. |                     |                     |              | # Students not assessed and why. |                     |                     |              | # Stud              |       |
| ALL                              |                     | SWD                 |              | ALL                              |                     | SWD                 |              | ALL                              |                     | SWD                 |              | ALL                 |       |
| Students                         | Students            | Students            | Students     | Students                         | Students            | Students            | Students     | Students                         | Students            | Students            | Students     | Students            | Stu   |
|                                  |                     |                     | 1            |                                  | 1                   |                     |              |                                  |                     |                     |              |                     |       |
|                                  |                     | 1                   |              |                                  |                     | 1                   |              |                                  |                     |                     |              |                     |       |
|                                  |                     |                     | 1            |                                  |                     |                     | 1            |                                  |                     |                     |              |                     |       |
|                                  |                     |                     |              |                                  |                     |                     | 1            |                                  |                     |                     |              |                     |       |
|                                  |                     | 1                   |              |                                  |                     |                     |              |                                  | 1                   |                     |              |                     |       |
|                                  |                     |                     | 1            |                                  |                     |                     |              |                                  |                     | 1                   |              |                     |       |
|                                  |                     |                     |              |                                  |                     |                     | 1            |                                  |                     |                     |              |                     |       |
|                                  |                     | 1                   |              |                                  |                     |                     |              |                                  |                     |                     |              |                     |       |
|                                  |                     |                     | 1            |                                  |                     |                     |              |                                  |                     |                     |              |                     |       |
|                                  |                     |                     |              |                                  |                     |                     | 1            |                                  |                     |                     |              |                     |       |
|                                  |                     |                     |              |                                  |                     |                     |              |                                  |                     |                     |              |                     |       |

| Close to Proficient   |  |   |
|---|--|---|
|   |  |   |
| Far from Proficient   |  |   |
| Small group<br>Practice math flashcards (home)<br>Assigned games in Google Classroom<br>Play classroom games to work on fluency<br>Daily Minilessons, Activities, and Interactive notebook            | Manipulatives<br>Magic of Math lessons<br>Interactive Notebook<br>Partner/Group Games<br>Math Flashcards | Interactive Notebooks<br>Pre-Assessment |
| Intervention  |  |   |
| Small group/Title Math<br>Practice math flashcards (home)<br>Assigned games in Google Classroom<br>Play classroom games to work on fluency<br>Daily Minilessons, Activities, and Interactive notebook | Manipulatives<br>Magic of Math lessons<br>Interactive Notebook<br>Partner/Group Games<br>Math Flashcards | Interactive Notebooks<br>Pre-Assessment |

| 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)            |
| Interactive Notebooks<br>Pre-Assessment<br>Interactive Notebooks<br>Pre-Assessment  | classroom teachers and students   | Start<br>2018-10-01<br>Completion<br>2018-10-10 |
| Evaluate: (Compare planned against achieved results; summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships) |   |   |
| Planned<br>(Goals, Results, Indicators)   | Achieved<br>(Goals, Results, Indicators)  |   |
| We plan to see an increase in basic addition and subtraction facts as well as the use strategies.   | Our goal was for 20 students to be proficient or higher on the mid-assessment. On the mid-assessment 0 students were proficient or higher. We did not achieve our goal. |   |
| Apply: (Construct new learnings and applications)   |   |   |
| Learned   | What will be replicated   |   |
| The use of small groups, games and manipulatives helped struggling students with basic addition and subtraction facts.  | We will continue to use games, flashcards, and addition/subtraction strategies to help our students become fluent in their basic facts to 20.                           |   |

| Step 6. Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) MID to POST |  |                                      |
|--|--|--------------------------------------|
| 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) |
| Interactive Notebooks<br>Mid-Assessment  |  | Start                                |

# Updated data team form

| Evidence-based Practice              | Assessment Capable Learner | Grade/Course | #All       | 60     | #SWD   | 8  | Content Area      |      | Standard   | 2.RA.A.1 | #Teachers in Report |  |
|--------------------------------------|----------------------------|--------------|------------|--------|--------|--|-------------------|------|------------|----------|---------------------|--|
| 1st Strategies Used (Pre-assessment) |                            |              |            |        |        | 2nd Strategies Used (Mid-Assessment)   |                   |      |            |          |                     |  |
| Proficient & Higher                  |                            |              |            |        |        | Proficient & Higher  |                   |      |            |          |                     |  |
| Close to Proficient                  |                            |              |            |        |        | Practice math flashcards (home)<br>Assigned games in Google Classroom<br>Play classroom games to work on fluency<br>Daily Minilessons, Activities, and Interactive notebook  |                   |      |            |          |                     |  |
| Far to Go                            |                            |              |            |        |        | Small group<br>Peer tutoring<br>Practice math flashcards (home)<br>Assigned games in Google Classroom<br>Play classroom games to work on fluency<br>Daily Minilessons, Activities, and Interactive notebook            |                   |      |            |          |                     |  |
| Intervention                         |                            |              |            |        |        | Small group/Title Math<br>Peer tutoring<br>Practice math flashcards (home)<br>Assigned games in Google Classroom<br>Play classroom games to work on fluency<br>Daily Minilessons, Activities, and Interactive notebook |                   |      |            |          |                     |  |
| Assessment Date:                     |                            |              | 2018-10-01 |        |        | Assessment Date:   |                   |      | 2018-10-10 |          |                     |  |
| Student Levels                       | Possible Score(s)          | #ALL         | #SWD       | %ALL   | %SWD   | Student Levels   | Possible Score(s) | #ALL | #SWD       | %ALL     |                     |  |
| Proficient & Higher                  |                            | 0            | 0          | 0.00%  | 0.00%  | Proficient & Higher  |                   | 0    | 0          | 0.00%    |                     |  |
| Close to Proficient                  |                            | 0            | 0          | 0.00%  | 0.00%  | Close to Proficient  |                   | 2    | 0          | 3.33%    |                     |  |
| Far from Proficient                  |                            | 20           | 5          | 32.26% | 62.50% | Far from Proficient  |                   | 27   | 5          | 45.00%   |                     |  |

