Data Analysis Protocol

Team: First Grade
Date: 4/27

The following analysis is based on our team's common assessment of the following essential learnings:

1.NBT.C.4 **Learning Target:**
I can demonstrate addition within 100 using drawing based on place value

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1a. Which of our students need additional time and support to achieve at or above proficiency in essential learning?

https://docs.google.com/spreadsheets/d/1QbCMRxk-4LsB_tNo02FcBAYL3x4LyG1DNu1Udy84190/edit?pli=1#gid=1016062551

1b. How can I impact the change in data? (Self)

Romero- I can continue to work with students who are stagnant and decreasing in score. Especially in using their word problem and transferring them to a number sentence. Continuously, reviewing with all students to sustain the skill.
Bartels- One of the things that I need to be more intentional about is pulling them during our word problem review. I also think I am going to have them create the number sentences by themselves at the back table when we are reviewing the model. I also think having them count the model after they write their answer is another step I need to make sure to include when the answer isn't always just how many tens and how many ones.
Burke- Being more intentional of trying different ways to spark the click for them when I am pulling them in a small group.

2. What is your plan to enrich and extend the learning for students who are highly proficient? (Self)

Bartels- Students will work on the non essential standards. Students that have mastered the standard will work on justifying their answers.
Romero- Working with students on the non-essential standards and making students justify their answer either to a partner or to myself.
Burke- Working with students on annotating word problems and helping teach methods to students who are approaching proficiency.

3a. What is an area where my students struggled? (Self)

Bartels- My students struggled with question 4 with a 50% mastery.   Many chose the response 75. That tells me that they drew the 4 as tens and not ones and counted it up to make the number 75,
Romero- Students struggle most with question 3. This problem had only one addend as the second addend and a lot of students forgot to count that additional addend or they never drew that second addend.
Burke- Question 3. This question asked students to regroup from the ones place into the tens place. This is where most of my students struggled. They had the ones number correct, but kept the 10s as a 4

3b. What connections can be made from the students' performance to the teaching strategies that were used? (Team)

Bartels- Students were intentional about doing the model. They might have not done the exact strategy but they did use tens and ones to represent each number.
Romero- Students were able to create the strategy but using/counting there was disconnect
Burke- Students were intentional about creating their model and using their model.

4a. What is an area where our team's students struggled? (Team)

They are struggling with this current strategy and they need something more concrete to help them make the connection.

4b. What do we believe is the cause (mistakes or misconceptions)? What is our plan for improving the results? (Team)

Team - Students just need time to process and soak up all the new learning, they need consistent exposure to a new strategy or concrete objects to make that connection. Action Plan- Teachers will implement review rotations everyday for students to manipulate using concrete objects or additional strategies.While the teacher is pulling back students to work this specific standard or additional math standards(relating + & -, place value, comparing numbers, measurement).

Teacher Color Code: