

		Math Module 1 Pre-Assessment (add & subtract decimals)	Math Module 1 Post-Assessment (add & subtract decimals)	Instructional Plan	Math Module 2 Pre-Assessment (multiply decimals)	Math Module 2 Post-Assessment (multiply decimals)	Instructional Plan	Math Module 2 Pre-Assessment (Divide Decimals)	Math Module 2 Post-Assessment (Divide Decimals)	Instructional Plan
Date		9-10-19	10-3-19		10-8-19			11-8-19	11-15-19	
Focus Standard		NBT.5.B7 [1]	NBT.5.B7 [2]		NBT.5.B7 [3]	NBT.5.B7 [4]		NBT.5.B7 [5]	NBT.5.B7 [6]	
First Name	Last Name									
First Name	Last Name	50%	83.33%	Standard Nearly Met/Not Met: 1) IXL to review pre-requisite skills (add/subtract across zeros, add multi-digit whole numbers) 2) ZEARN to preview lessons (Topic D), and 3) small group instruction to preview vocabulary and reinforce visual strategies (place value chart).	30%	60%	Standard Nearly Met/Not Met: 1) IXL to review pre-requisite skills (multiply whole numbers, add multi-digit addends) 2) ZEARN to preview lessons (Topic A-C), and 3) small group instruction to preview vocabulary reinforce visual strategies (place value chart with disks/area model), 4) fluency games (card games for multiples of 10).	0%	0%	Standard Nearly Met/Not Met: 1) IXL to review pre-requisite skills (divide multi-digit whole numbers, subtract w/ regrouping, estimating products) 2) EMBARC video links to preview lessons (Topic G), and 3) small group instruction to preview vocabulary and reinforce visual strategies (place value chart with disks/area model), 4) Student model (use
First Name	Last Name	66.67%			70%			10%	80%	
First Name	Last Name	100%			80%			10%	80%	
First Name	Last Name	92%			60%	100%		20%	100%	
First Name	Last Name	66.67%			80%			0%	60%	
First Name	Last Name	100%			90%			10%	20%	
First Name	Last Name	50%	33.33%		40%	70%		0%	60%	
First Name	Last Name	83.33%			80%			0%	90%	
First Name	Last Name	50%	50%		60%	70%		0%	10%	
First Name	Last Name				60%	90%		0%	50%	
First Name	Last Name	83.33%		Standard Met/Exceeded: 1) Fluency games (EMBARC: Shopping Spree, Race to 1 or Bust) 2) You Cubed activities, specifically NBT 3) IXL: Practice alternative strategies offered for adding/subtracting decimals	100%		Standard Met/Exceeded: 1) Fluency games (EMBARC) 3) IXL: Practice alternative strategies offered for multiplying decimals-standard algorithm	40%	100%	Standard Met/Exceeded: 1) Fluency games (EMBARC) 3) IXL: Practice alternative strategies offered for dividing decimals-standard algorithm
First Name	Last Name	91.67%			60%	100%		0%	80%	
First Name	Last Name	100%			90%			10%	100%	
First Name	Last Name	33.33%	58.33%		0%	10%		0%	0%	
First Name	Last Name	N/A	N/A		N/A	N/A		0%	10%	
First Name	Last Name	N/A	N/A		N/A	N/A		0%	40%	
First Name	Last Name	66.67%			0%	70%		0%	40%	
First Name	Last Name	25%	50%		40%	10%		10%	10%	
First Name	Last Name	83.33%			90%			0%	20%	
First Name	Last Name	16.67%	33.33%		30%	30%		0%	0%	
First Name	Last Name	83.33%		Additional notes: revise assessment for next year to exclude questions with multiplication/division to narrow focus. Consider creating an alternative assessment to assess multiplication/division portion of the standard.	90%		Additional notes: Consider using Module 1 Topic E & F topic quizzes as "Round 1" of multiplying/dividing decimals. Then "Round 2" from Module 2 for multiplying/dividing decimals. Review district created resources for Favorite No's and creating more focused assessments for standard focus.	20%	80%	Additional notes:
First Name	Last Name	100%			90%			40%	80%	
First Name	Last Name	100%			100%			0%	30%	
First Name	Last Name	91.67%			70%			20%	20%	
First Name	Last Name	41.67%	75%		50%	50%		0%	0%	
First Name	Last Name	66.67%			80%			20%	70%	
First Name	Last Name	100%			100%			100%		
First Name	Last Name	100%			90%			50%	100%	
First Name	Last Name	83.33%			80%			20%	80%	
First Name	Last Name	83.33%			50%	70%		10%	30%	
First Name	Last Name	83.33%		100%		50%	80%			
First Name	Last Name	66.67%	75%	20%	10%	0%	70%			
First Name	Last Name	50%	58.33%	60%	60%	10%	50%			
First Name	Last Name	75%	58.33%	40%	70%	10%	80%			
First Name	Last Name	91.67%		100%		60%	90%			
First Name	Last Name	41.67%	33.33%	40%	40%	10%	40%			
First Name	Last Name	75%	66.67%	30%	80%	20%	40%			
First Name	Last Name	100%		100%		100%				
First Name	Last Name	91.67%		60%	70%	50%	90%			
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First Name	Last Name	50%	50%	40%	60%	10%	50%			
First Name	Last Name	83.33%		70%		80%				
First Name	Last Name					0%	30%			
First Name	Last Name	83.33%		80%		0%	70%			

First Name	Last Name	75%	83.33%						
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First Name	Last Name	91.67%							
First Name	Last Name	33.33%	41.67%						
First Name	Last Name	83.33%							
First Name	Last Name	41.67%	41.67%						
First Name	Last Name	83.33%							
First Name	Last Name	91.67%							

	Standard Not Met
	Standard Nearly Met
	Standard Met
	Standard Exceeded
*	Special Ed. Student

[1] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[2] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[3] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[4] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[5] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[6] Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.