**UME TACA (Team Analysis of Common Assessment)**

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| **School - Uinta Meadows Elementary** | **Date - 01/06/20** |
| **Team/Grade - 5th Grade** | **Type of Assessment (Pre, CFA, WIN CFA)** |
| **Subject - Math** | **Standard(s) - 5.NF.1** |
| **SMART Goal - Long Term Stretch**  **68% of students will be proficient on Winter WYTOPP - 11% growth.** | **SMART Goal - Short Term CFA**  **80% of students will be proficient on the post-CFA #5: Standard 5.NF.1.** |

**Use Data Spreadsheet**

1. Find the total percentage of proficient/advanced in each of the standards

**72% of students were proficient on post-CFA #5.**

1. Identify which target(s) has the lowest percentage of proficient/advanced

**Adding & Subtracting Fractions w/Unlike Denominators - 44%**

1. Identify which target(s) has the highest percentage of proficient/advanced

**Adding & Subtracting Fractions w/Like Denominators - 94%**

**Finding Least Common Denominator - 95%**

1. Identify the class with the lowest percentage of proficient/advanced in each of the targets

**Adding & Subtracting Fractions w/Like Denominators - Cluny 90%**

**Finding Least Common Denominator - Holt 86%**

**Adding & Subtracting Fractions w/Unlike Denominators - Cluny 38%**

1. Identify the class with the highest percentage of proficient/advanced in each of the targets

**Adding & Subtracting Fractions w/Like Denominators - Seale 100%**

**Finding Least Common Denominator - Cluny, Gomez, & Seale 100%**

**Adding & Subtracting Fractions w/Unlike Denominators - Seale 55%**

1. Identify the students who are not proficient

[5.NF.1 CFA Data](https://docs.google.com/spreadsheets/d/1wwsSxproEA1vUZpT9xDyKS5DgCVhlnz-CfHFvmZFB4o/edit#gid=1905476270)

1. Identify the students who are not proficient in all standards/targets

[5.NF.1 CFA Data](https://docs.google.com/spreadsheets/d/1wwsSxproEA1vUZpT9xDyKS5DgCVhlnz-CfHFvmZFB4o/edit#gid=1905476270)

1. Identify the students who are proficient in all standards/targets

[5.NF.1 CFA Data](https://docs.google.com/spreadsheets/d/1wwsSxproEA1vUZpT9xDyKS5DgCVhlnz-CfHFvmZFB4o/edit#gid=1905476270)

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| **In what areas did our students do well on the assessment?**  **Adding & Subtracting Fractions w/Like Denominators - 94%**  **Finding Least Common Denominator - 95%** |
| **Which classes did well?**  **All classes showed extreme growth and were successful in different sections.** |
| **What instructional strategies helped our students do well in Tier 1?**  **Lots of practice finding LCD, knowing multiplication facts.** |
| **What instructional strategies helped our students do well in Tier 2?**  **Started with very simple problems (to fill in gaps at first) and increased difficulty. Used fraction tiles to model problems.** |
| **In what areas do our students need more instruction?**  **Adding & Subtracting Fractions w/Unlike Denominators - 44%** |
| **What instructional strategies were less effective in Tier 1?**  **Eureka does not emphasize strategies to determine LCM nor does it ask to simplify/reduce answers. Whereas, they are required to on some WYTOPP problems.** |
| **What instructional strategies were less effective in Tier 2?**  **In some WIN groups, paras were given worksheets to pull problems from, but had the students simply complete the worksheets. We need to communicate better our expectations.** |
| **Which students need Tier 2 support?**  [5.NF.1 CFA Data](https://docs.google.com/spreadsheets/d/1wwsSxproEA1vUZpT9xDyKS5DgCVhlnz-CfHFvmZFB4o/edit#gid=1905476270) |
| **What Tier 2 interventions will be provided?**  **Determining LCD** |
| **What resources will be used for Tier 2 interventions?**  **Creating mini-quizzes for the end of each week of WIN groups.** |
| **Which students need Tier 3 support?**  [5.NF.1 CFA Data](https://docs.google.com/spreadsheets/d/1wwsSxproEA1vUZpT9xDyKS5DgCVhlnz-CfHFvmZFB4o/edit#gid=1905476270) |
| **What Tier 3 interventions will be provided?**  **Correlate lessons from both 3rd & 4th grades in Eureka & mingle in activities and Corrective Math - Fractions lessons** |
| **What resources will be used for Tier 3 interventions?**  **Eureka (3rd & 4th grade), activities from About Teaching Mathematics and Welcome to Math Class: A Collection of Marilyn’s Favorite Lessons, and Corrective Math - Fractions** |
| **Which students already mastered the standard (extensions)?**  [**5.NF.1 WIN Groups**](https://docs.google.com/spreadsheets/d/1AO4v5Wx-WsaTUYBOVFjcjFla31bLNNq6rsSNXJSaJtg/edit#gid=844936580) **- K. Seale’s Group** |
| **What extension will we provide students who have already mastered the standard?**  **Pixel- palooza - distributive property, fractions, proportions, angles, slope, scale, area/perimeter, graphing, combinations, permutations, patterns, series, and symmetry** |
| **What adjustments will we make to the assessment?**   * **Rewrite question #10. Students had difficulty simplifying “3/45”.** * **Emphasize simplifying/reducing answers.** * **Administer Post-CFA in homerooms instead of WIN groups.** |
| **How/what will we celebrate?**   * **Post on *Eagle News Network*** * **Popcorn party** |