**4th UME TACA (Team Analysis of Common Assessment)**

|  |  |
| --- | --- |
| **School - UME** | **Date - 3/11/20** |
| **Team/Grade - 4th** | **Type of Assessment (Pre, CFA, WIN CFA)** |
| **Subject - Math** | **Standard(s) - 4.NF.1, 4.NF.2, 4.NF.3c, 4.NF.3d** |
| **SMART Goal - Long Term Stretch**  -Math - 68% of students will be proficient on Spring WY-TOPP  -Math - 68% of students will be proficient on Spring WY-TOPP | **SMART Goal - Short Term CFA**  -75% of students will be proficient on standard 4.NF.1on the post  -75% of students will be proficient on standard 4.NF.3c |

Use data spreadsheet to answer:

1. Find the total percentage of proficient/advanced in each of the standards/targets
   1. NF.1 - 72%
   2. NF.2 - 77%
   3. NF.3c - 77%
   4. NF.3d - 74%
2. Identify which standard/target has the lowest percentage of proficient/advanced
   1. NF.1 - equivalent fractions
3. Identify which standard/target has the highest percentage of proficient/advanced
   1. NF.2 - Comparing fractions
   2. NF.3c - Adding and subtracting mixed numbers
4. Identify the class with the lowest percentage of proficient/advanced in each of the standards/targets
   1. NF.1 - Piper and Shea
   2. NF.2 - Shea?
   3. NF.3c - Shea
   4. NF.3d - Piper and Shea
5. Identify the class with the highest percentage of proficient/advanced in each of the standards/targets
   1. NF.1 - Linford
   2. NF.2 - Piper
   3. NF.3c - Piper
   4. NF.3d - Linford
6. Identify the students who are not proficient
   1. Refer to data spreadsheet
7. Identify the students who are not proficient in all standards/targets
   1. Linford - Isabella, Talon, Keianna
   2. Dean-Kayla, Ledger
   3. Shea - Kristin, Lelia
   4. Piper - Braeya, Wyatt
8. Identify the students who are proficient in all standards/targets
   1. Refer to the spreadsheet

|  |
| --- |
| **In what areas did our students do well on the assessment?**   * We are in the 70 in all areas! Most of our kids are getting it. We did really well in the comparing fractions * WYTOPP questions are harder, but our kids are doing better on them |
| **Which classes did well?**   * We all did well |
| **What instructional strategies helped our students do well in Tier 1?**   * We practice a lot. It is a long unit. * Having a para to reteach and make sure that kids are getting it, at the point of error. * Pulling in WYTOPP questions. * Eureka really does teach it well. Drawing models and pictures until they really understand what the procedure means and it is more efficient and effective to do the procedure. |
| **What instructional strategies helped our students do well in Tier 2?**   * Pulling in WYTOPP questions * Good at breaking it down skill by skill * Doing RDW with fractions * Certified teachers teaching the meatier WIN groups * Jeremy - getting to know the fraction before you do anything about it |
| **In what areas do our students need more instruction?**   * **We need to name equivalent fractions more as we are teaching** * **Go back and spiral equivalent fractions** |
| **What instructional strategies were less effective in Tier 1?**   * Not practicing equivalent fraction that are on the CFA as much |
| **What instructional strategies were less effective in Tier 2?** |
| **Which students need Tier 2 support?**  [**Data Spreadsheet**](https://docs.google.com/spreadsheets/d/1iauR6TUufJwJNasyeORHpLyfz_DWf3rHvB__31CU9DQ/edit#gid=1110806764)   |  |  |  |  | | --- | --- | --- | --- | | **Dean** | **Linford** | **Piper** | **Shea** | | Jocelyn | Coen | Braeya |  | | Lillith | Talon | Wyatt |  | |  | Brittany |  |  | |  | Isabella |  |  | |  |  |  |  | |
| **What Tier 2 interventions will be provided?**   * Refer to WIN Groups |
| **What resources will be used for Tier 2 interventions?**  [Amie’s Blogger Chick Intervention Resource](https://drive.google.com/drive/u/1/folders/1vV9_ZsiyMu_THGCdao72KeAUvE1KfbiD) |
| **Which students need Tier 3 support?**  [**Data Spreadsheet**](https://docs.google.com/spreadsheets/d/1iauR6TUufJwJNasyeORHpLyfz_DWf3rHvB__31CU9DQ/edit#gid=1110806764)   |  |  |  |  | | --- | --- | --- | --- | | **Dean** | **Linford** | **Piper** | **Shea** | | Kayla | Keianna | Braeya |  | | Ledger | Annelise |  |  | | Joy |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| **What Tier 3 interventions will be provided?**  **Add Vantage Math Screener (build number sense knowledge)**   * Van De Walle -- Make a ten, Ten Frame, Double Ten Frame * 100’s chart counting on/back by 10’s and 1’s * Eureka -- 2nd grade fluency   + Happy Counting   + Arrow Way |
| **What resources will be used for Tier 3 interventions?**  [Amie’s Blogger Chick Intervention Resource](https://drive.google.com/drive/u/1/folders/1vV9_ZsiyMu_THGCdao72KeAUvE1KfbiD) |
| **Which students already mastered the standard?**  [**Data Spreadsheet**](https://docs.google.com/spreadsheets/d/1iauR6TUufJwJNasyeORHpLyfz_DWf3rHvB__31CU9DQ/edit#gid=1110806764)   |  |  |  |  | | --- | --- | --- | --- | | **Dean** | **Linford** | **Piper** | **Shea** | | Haydin | Eva | Jonah |  | | AnDraya | Kole | Eli |  | | Olive | Blyss | Gabby |  | | Lily | Brooklyn | Cambry |  | | Ruby | Carson | Alexis |  | | Jackson | Dalilah | Will |  | | Lee | Brinley | Scotty |  | | Karlee | Jaylin | Tavian |  | | Ayden | Kanon | Brady |  | | Rayshell | Sebastian | Lizzie |  | | Vincent | Ryker | Ashlee |  | | Gwen | Bellatrix | Jadyn |  | | Calvin | Jayden | Briggs |  | | Tony | Kynlee | Aspen |  | |  |  | Derek |  | |  |  | Eveleen |  | |  |  | Dylan |  | |  |  | Kaysen |  | |
| **What extension will we provide students who have already mastered the standard?**   * n/a |
| **What adjustments will we make to the assessment?**  We made an adjustment based on WY-TOPP and did a mid-CFA |
| **How/what will we celebrate?**  Ladder Celebration  Reached our short term goal |

Notes from discussions

* At this point giving a post CFA, do we need be grading more on the strategies that the students are using?
* How do we carry the knowledge from day to day - see the connection of it all?
* Computer - do we need to look into Kahn, do more reflex, IXL (or combine Kahn and IXL together)?
* Equivalent fraction is HUGE! The foundation of fractions!