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

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| **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

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| **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
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| **Which classes did well?*** We all did well
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| **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)

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| **Dean** | **Linford** | **Piper** | **Shea** |
| Jocelyn | Coen | Braeya |  |
| Lillith | Talon | Wyatt |  |
|  | Brittany |  |  |
|  | Isabella |  |  |
|  |  |  |  |

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| **What Tier 2 interventions will be provided?*** Refer to WIN Groups
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| **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)

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| **Dean** | **Linford** | **Piper** | **Shea** |
| Kayla | Keianna | Braeya |  |
| Ledger | Annelise |  |  |
| Joy |  |  |  |
|  |  |  |  |
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| **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)

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| **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 |  |

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| **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 CelebrationReached 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!