Data-Based Decision Making - Step 2 - Analysis of Strengths & Weaknesses

Data Analysis

	Strengths	Errors/Misconceptions	Inferences
Proficient:	-Write numerals up to 120 (some confusion with 102 vs. 120) -Could order numbers greatest to least, least to greatest -Read numerals from 107 to 120 -Create smallest 2-digit number out of random digits -Identify and circle base 10 blocks with numbers with 2-digit numbers -Count on from random 2 digit number crossing 10s	-Reading numbers orally in the 100-teens (114--fourteen hundred or 11-4) -Creating largest 3-digit number with random digits -Circling base 10 block to represent a 3 digit number -Write 3 digit number from base-10 block -Writing numbers in hundreds (107 as 1007)	-Concrete work in 100s -Use Base 10 blocks to build expanded form in 100s place and transfer to building number with place value card -Given three numbers construct lowest and greatest number and compare in expanded form
Close to proficient:	-Order numbers greatest to least, least to greatest -Most write two digit numbers -Most Create smallest number -Read 2 digit numbers -Most could count on from random 2 digit numbers crossing 10s -Could read aloud random 2 digit -Circle base 10 blocks with 2 digit numbers	-Circling base 10 block to represent a 3 digit number -Identify a 3 digit number of a Base 10 block -Read, write, circle numerals above 99 -Build largest and smallest numeral out of random digits -Same as proficient	-Focus on use of zeros -Identify how a zero holds the place of value that has nothing to show with 2-digit numbers, then move them into 3 digit numbers, using Base 10 blocks -Compare transposed numbers on the same chart (110 vs. 101, 103 vs. 130).
Far to go:	-Create smallest number -Identify greatest/ largest number -Recognize 2 digit number in a Base-10 block	--Least to greatest, greatest and least -Identify the smallest number -Circle 2 digit numbers in a Base 10 blocks -1:1 correspondence -Counting on from a random 2 digit number -Same as Close to Proficient	-1:1 Correspondence strategies: Pick up object and physically move from one side to another; Cross off as you count; when miscounted, count again 2 more times to determine which is correct (increase accuracy) -Use hundreds chart to circle all of the numbers, then find the least to greatest and greatest and least -Create number concretely with Base 10 blocks then circle on diagram how many Base 10s and ones to match number -Counting on: Identify that counting on means going forward (count up, add on)...use number line pr 100s chart to grab larger number and count up -Same as close to proficient
Intervention:	-Base 10 block recognition; -Writes numbers to 10	-Understanding value of the number	-Build 2 digit numbers with Base 10 blocks verbalize and write number

Data-Based Decision Making - Step 3 - SMART Goal

Grade Level SMART Goal Statement:	The percentage of	Grade 1	students scoring proficient	or higher in	1.NS.A.2	will	increase from	48%	to	95%	by the end of the
	learning cycle as measured by the CFA administered on										

Grade Level SMART Goal	**95%**	Individual Class SMART Goals	**Beem**	**Brass**	**Henderson**	**Olendorff**	**Tusler**	**Hilliard**
			95%	100.00%	88.24%	100.00%	100.00%	50.00%