

<p>1. Review Data to Identify a Problem</p> <p>Thinking Points</p> <ul style="list-style-type: none"> ● What are student strengths and weaknesses on the assessment? ● How many students in your classes met the standard of proficiency? ● WHICH students did NOT meet the standard of proficiency? ● What does the distribution of scores in your class tell you? 	<p>District Data Statement: Third grade students throughout the district tested at a <u>41%</u> average percent correct on the standard 3.NF.A.2b (Represent a fraction a/b on a number line diagram by marking off a length $1/b$ of 0. Recognize that the resulting interval has size a/b and that its end point locates the number a/b on the number line).</p> <p>Individual Classroom Data:</p> <table border="1" data-bbox="597 636 1369 1136"> <thead> <tr> <th>Teacher</th> <th>3.NF.A.2b</th> <th>3.NF.A.2a</th> <th>3.NF.A.1</th> <th>3.NF.A.3c</th> </tr> </thead> <tbody> <tr> <td>L. Krier</td> <td>51%</td> <td>65%</td> <td>59%</td> <td>66%</td> </tr> <tr> <td>T. Self</td> <td>47%</td> <td>52%</td> <td>46%</td> <td>61%</td> </tr> <tr> <td>K. Cabral</td> <td>46%</td> <td>59%</td> <td>51%</td> <td>66%</td> </tr> <tr> <td>K. Cooper</td> <td>47%</td> <td>49%</td> <td>48%</td> <td>57%</td> </tr> <tr> <td>A. Rients</td> <td>33%</td> <td>51%</td> <td>51%</td> <td>58%</td> </tr> <tr> <td>C. Rodart</td> <td>27%</td> <td>31%</td> <td>35%</td> <td>51%</td> </tr> <tr> <td>J. Brown</td> <td>15%</td> <td>20%</td> <td>35%</td> <td>44%</td> </tr> <tr> <td>D. Emberson</td> <td>45%</td> <td>40%</td> <td>73%</td> <td>54%</td> </tr> <tr> <td>G. Brummett</td> <td>61%</td> <td>58%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>N. Davis</td> <td>32%</td> <td>27%</td> <td>35%</td> <td>46%</td> </tr> <tr> <td>Average</td> <td>41%</td> <td>45%</td> <td>48%</td> <td>56%</td> </tr> </tbody> </table>	Teacher	3.NF.A.2b	3.NF.A.2a	3.NF.A.1	3.NF.A.3c	L. Krier	51%	65%	59%	66%	T. Self	47%	52%	46%	61%	K. Cabral	46%	59%	51%	66%	K. Cooper	47%	49%	48%	57%	A. Rients	33%	51%	51%	58%	C. Rodart	27%	31%	35%	51%	J. Brown	15%	20%	35%	44%	D. Emberson	45%	40%	73%	54%	G. Brummett	61%	58%	55%	55%	N. Davis	32%	27%	35%	46%	Average	41%	45%	48%	56%
Teacher	3.NF.A.2b	3.NF.A.2a	3.NF.A.1	3.NF.A.3c																																																									
L. Krier	51%	65%	59%	66%																																																									
T. Self	47%	52%	46%	61%																																																									
K. Cabral	46%	59%	51%	66%																																																									
K. Cooper	47%	49%	48%	57%																																																									
A. Rients	33%	51%	51%	58%																																																									
C. Rodart	27%	31%	35%	51%																																																									
J. Brown	15%	20%	35%	44%																																																									
D. Emberson	45%	40%	73%	54%																																																									
G. Brummett	61%	58%	55%	55%																																																									
N. Davis	32%	27%	35%	46%																																																									
Average	41%	45%	48%	56%																																																									
<p>2. Pose Questions</p>	<p>Student Achievement: What strategies do our students need in order to be successful in representing fraction on a number line?</p> <p>Teacher Practice: Are teachers modeling placement of fractions on a number line?</p> <p>Student Practice: Are students using a number line to locate fractions?</p>																																																												
<p>3. Set SMART Goals</p> <p>Specific Measurable Attainable Results Oriented Time Bound</p>	<p>Student Achievement: By the end of April 2018, 60% of students will accurately represent fraction on a number line.</p>																																																												
<p>4. Develop an Action Plan</p>																																																													

	Sample Actions	Who	By When
	Teacher Practice: Teachers will provide students with weekly practice using common core worksheets.	Teacher guided	April 2018
	Ensure students are using interactive websites that target the standard.	Teacher	April 2018
5.Implement	Track students understanding through illuminate quizzes , daily lessons, homework, classwork, and chapter tests.		
6.Review and Assess	<p>Decide how to re-teach standards and set goal (two weeks) for reassessing. How will you know if what you taught was learned? Reassess and report results to grade level members. Maintain information to be reported at next meeting or agreed upon time to share information.(email, informal meeting).</p> <ul style="list-style-type: none"> ● Standard will be retaught through daily lessons, homework, and classwork. Teacher will model identifying and labeling fractions on a number line. ● COI Follow-Up assessment in illuminate by April 11th, 2018. 		