

CFA 1-Pre-Assessment-Unit 1

Assessments for this Unit
 -CFA 1 (Pre)
 -CFA 2 (Team-Developed)
 -CFA 3 (Checkpoint)
 -Unit 1 Assessment

Target 1: Make a comparison statement to match a multiplication equation; write a multiplication equation to represent a verbal statement of a multiplicative comparison-4.OA.1

	Extends/4.0	Mastery/3.0	Developing/2.0	Not Mastering/1.0
Carlson				
Holmes				
Jones				
Markiewicz				
Pazol				
Cristofaro				
Total Team				
Total Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Things to consider when choosing targets for this process:

- 1) Does the target usually take a significant amount time for students to master?
- 2) Leverage/Readiness: will mastery of this target potentially impact mastery of other targets?

Guidelines Regarding the Number of CFAs, etc.

- 1) Minimum is the number of the assessments listed on the calendar.

- 2) There is no maximum, teams can add more common formative assessments (CFAs), but if more are added, it is ideal to include a data meeting to analyze the team results.

Target 2: Find all factor pairs for a whole number between 1 and 100; demonstrate an understanding that a whole number is a multiple of each of its factors-4.OA.4.1

	Extends/4.0	Mastery/3.0	Developing/2.0	Not Mastering/1.0
Carlson				
Holmes				
Jones				
Markiewicz				
Pazol				
Cristofaro				
Total Team	0	0	0	0
Total Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Target 3: Determine whether a whole number between 1 and 100 is prime or composite-4.OA.4.2 PERA

	Extends/4.0	Mastery/3.0	Developing/2.0	Not Mastering/1.0
Carlson				
Holmes				
Jones				
Markiewicz				
Pazol				
Cristofaro				
Total Team	0	0	0	0

PERA Data Entry in TeacherEase

PERA-PRE

PERA-POST

MUST be ALL CAPS and must include the dash in between with no spaces.

DO NOT include any other information in the title of the assignment.

Total Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
2. What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies helped students learn?									
3. In which area(s) did my students struggle? In which area(s) did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?									
4. Which students need additional time and support to learn the standard(s)/target(s)? What is our plan? How will we differentiate instruction for these students? How will we use the intervention block/FLEX period?									
5. Which students need extension/enrichment? What is our plan? How will we differentiate instruction for these students? How will we use the intervention block/FLEX period?									
6. Does this data show we are on track to meet our SMART goal? Why or why not?									

CFA 1 (Pre): TEAM SMART GOAL				
After analyzing CFA #1 (Pre) for Targets 1, 2, and 3, % of students have reached a proficiency level of M or E on Target 1, % on Target 2 and % on Target 3. After intervention and reassessment of those non-proficient students, no less than % of students will reach a proficiency level of M or E on each learning target.		Things to consider when creating a SMART Goal: 1) How much instructional time between the check-ins. 2) When is proficiency expected: end of Tri or end of year?		
CFA 2 (Team-Developed CFA): TEAM SMART GOAL				
After analyzing data from CFA #2 for Targets 1, 2, and 3, _____% of students have reached a proficiency level of M or E on Target 1, _____% on Target 2 and _____% on Target 3. After intervention and reassessment of those non-proficient students, no less than 70 percent of students will reach a proficiency level of M or E on each learning target.				
CFA 3 (Checkpoint U1,M3,S2): SMART GOAL				
After analyzing data from CFA #3 for Targets 1,2 and 3, ___ % of students have reached a proficiency level of M or E on Target 1, ___ on Target 2 and ___ on Target 3. After intervention and reassessment of those non-proficient students, no less than ___ percent of students will reach a proficiency level of M or E on each learning target.				
Unit Assessment: SMART GOAL				
After analyzing data from the UNIT ASSESSMENT for Targets 1,2 and 3, ___ % of students have reached a proficiency level of M or E on Target 1, ___ on Target 2 and ___ on Target 3. After intervention and reassessment of those non-proficient students, no less than 100 percent of students will reach a proficiency level of M or E on each learning target.				