

# Ringgold Primary School

<b>Unit SMART Goals</b>	<b>Grade Level: K</b>
<b>Subject: Math</b>	
<p>Module 2 Goal: 85% of our students will identify 2D (square, circle, triangle, rectangle and hexagon) and 3D shapes (sphere, cylinder, cube and cone) as measured by the ESGI common formative assessment. The remaining 15% will identify 2D shapes as measured by the ESGI common formative assessment. TBA (to be analyzed) August 19, 2021</p>	
<p>Results: 90% of students demonstrated mastery of identifying 2D and 3D shapes as measured by the CFA. Eight students did not show mastery of this standard. Blakely, Harper, Jax, Ava Sarah and Kris were able to identify 2D shapes, but not 3D. Coleden and Klem were not able to identify 2D or 3D shapes.</p>	
<p>Next Steps: The students listed above will receive additional time and support on recognizing 2D and 3D shapes during math workshop small group instruction daily and receive Tier 2 intervention two times a week as determined in the schedule. Students will retake the CFA.</p>	
<p>Final Results: Seven of the students were able to show mastery of the learning target involving 2D and 3D shapes. :) The remaining student will continue to receive intervention on this skill daily during Tier 3 intervention time. The student will be progress monitored using ESGI.</p>	

Grade: K

Subject Area: Math

Name of Assessment: 2D & 3D Shapes

	Thomas	Altman	Bomar	Oliver	Queen	Cook	Morgan	McW
Total Students	14	16	14	15	16	16	15	15
Pre assessment Results (# showing mastery)	2/14	3/16	0/14	2/15	4/16	3/16	0/15	4/15
Meeting Standard	14	15	12	14	15	14	13	15
Tier 2 Support		1 Blakely	2 Harper Jax	1 Kris	1 Colden	2 Ava Sarah	2 Clem	
Ready for Extension	14	15	12	14	15	14	13	15

Template we use to guide our discussion when looking at assessment data.

School \_\_\_\_\_ Grade \_\_\_\_\_  
 Subject Area \_\_\_\_\_ Name of Assessment \_\_\_\_\_

- 5 min Power standards or learning targets measured:
- 5 min In what areas did our students do well on this assessment?
- 5 min What instructional strategies helped our students do well? (Skip this question if you are using a preassessment.)
- 5 min What skill deficiencies do we see?
- 5 min What patterns do we see in the mistakes, and what do they tell us?
- 5 min Which students did not master essential standards and will need additional time and support?
- 20 min What intervention will be provided to address unlearned skills, and how will we check for success?
- 5 min Do we need to tweak or improve this assessment?
- 10 min Which students mastered standards, and what is our plan for extending and enriching their learning?

	Class 1	Class 2	Class 3	Class 4
Total Students				
Intensive Support				
Strategic Support				
Approaching Standard				
Meeting Standard				

Figure 6.7: Team common assessment analysis worksheet.

Source: White River School District. Used with permission.