

OACSD Common Quarterly/Periodic Assessment Summary

Teachers: Barr, Ferguson, Hallenbeck, Horton	Assessment: Math Benchmark 1
Date: October 2019	Grade/Subject 3rd Grade - Math

Overall Summary

% of Students Below Proficiency L1 and L2 or Below 65%	% of Students Meeting Proficiency L3 and L4 or 65% to 84%	% of Students Exceeding Proficiency L4 or 85 & Above
<div style="background-color: red; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">27%</div> <div style="background-color: red; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">Boys = 13%</div> <div style="background-color: red; color: white; padding: 5px; display: inline-block;">Girls = 14%</div>	<div style="background-color: green; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">46%</div> <div style="background-color: green; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">Boys = 21%</div> <div style="background-color: green; color: white; padding: 5px; display: inline-block;">Girls = 25%</div>	<div style="background-color: blue; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">27%</div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">Boys = 16%</div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block;">Girls = 11%</div>

Reflections

- 1. In general, how successful was this quarter’s learning? Did the students learn what you intended for them to learn? How do you know?**

In general, we feel our 3rd graders made many gains from the start of the school year. Most students demonstrated an understanding of multiplication. We feel the struggle was with 2-step word problems and the distributive property. Both skills will be revisited in module 3. Another problem area we noticed with this group is their low reading levels affected their ability to read and understand the questions.

- 2. How well were you able to adhere to the blueprint? Are there changes to the blueprint that you need to make?**

Our coursework aligned perfectly with the blueprint. We don’t feel we need to make any changes to the first 10 weeks of our blueprint for math.

3. How well have your check-ins informed your instruction throughout this quarter?

We have found that we check-in daily with our students. After each lesson students complete an exit ticket. We use the exit tickets to decide which students need to be pulled for strategy groups during GOAL time.

Since revising our check-ins, they have given us better data to use during GOAL time.

4. How will you use this quarter's information to plan your instruction moving forward?

1. What areas did your students student have the most difficulty with on the quarterly?

Our students had the most difficulty with distributive property and 2-step word problems.

b. What strategies will you use as interventions to help students with the concepts they did not understand on the quarterly?

We have done small group instruction with manipulatives and games to help reinforce the concepts. We have also utilized our teaching assistant, Sarah Thorson who has pulled small groups of students during GOAL time based on data. Both skills will also be revisited in Module 3.

c. For students at master level, what will you do to help enrich their learning in the next marking period?

At this time we do not feel we have students at the master level.