


<p>Directions for use: Use this form to examine and discuss group-level performance at Tiers I-II and to action-plan for groups of students not making expected progress in Tiers I-II</p>		
<p>Meeting Attendees: Jenna, Jennifer, Melanie, Mary, John , Craig</p>		
<p>Recent Assessments: <a href="#">4.4/4.5 Unit Test-Multiplication/Multiples and Factors</a></p>	<p>Proficiency Cut Scores: <a href="#">70% Passing</a></p>	<p>Proficiency Levels:</p>
<p>All students: (Add subgroups as appropriate): <a href="#">All-65.4%P/34.6%F; Teacher A-43%P/55%F; Teacher B 82%P/18%F; SWD-24/76; LEP-90/10; AA-70/30</a></p>		
<p>Part 1: Strengths/Positive Trends What strengths and/or positive trends are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) Discuss possible reasons for these strengths/positive trends. <a href="#">86% of students were proficient with standard computation problems. 92% were correct on multiplication fact item (there was only 1 item)</a></p>		
<p>Part 2: Needs What areas of need are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) Discuss possible reasons for these areas of need. <a href="#">68% of students were not proficient in solving practical problems (5 items). Questions-Are students following the steps of problem solving? Are students using a calculator to solve word problems? Are they using highlighters? Checking their work?</a></p>		
<p>Part 3: Action Steps What will be done to address these areas of need? (List students and corresponding supports as appropriate) <a href="#">Use rubric information from Quarterly word problem to identify areas of need. Group students when problem solving based on the needs. Have students practice using the Desmos calculator to ensure they understand how to properly enter information. Stacy (27%), Anne (42%) and Bruce (38%) all failed the computation portion as well as the problem solving portion. Interventionists will work to strengthen computation skills. ALL students will benefit from regular fact practice through Xtramath.org or facts tests. Have Teachers A and B plan with specialists to</a></p>		
<p>When will the team reconvene to evaluate progress on Action Steps? <a href="#">The grade level and interventionists will re-evaluate in two weeks</a></p>		
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