

# Making TBTs Manageable & Strategy Focused



5th Grade Team from Graham Elementary School

# In the beginning...

-Tried to discuss large chapter assessments

-Unfocused discussion

-Conversation centered around what students COULDN'T do instead of what we WILL do

-Data not ready (not all on same page about grading)

-No roles/norms

-Unsure about process/purpose

-No form; form constantly changing

-Stuck between a pre & a post assessment

# Steps to Improvement

- Establishing norms
- Keeping each other accountable
- Setting roles each meeting (ahead of time) & rotating
- More detailed form (with prompts)
- Focused conversation-on what we the teachers will do (strategies)
- Making TBT process a building focus (BLT identified area of need)

# Progress of Recording Form

Data Reporting for: RL5.4 Pre/Post  
 Date: 3-31-14  
 Teacher Name: Burtaydys

Advanced: 95-100% 0  
 Accelerated: 90-94% 5 } 31% Assed  
 Proficient: 80-89% 11  
 Basic: 70-79% 8  
 Below: 0-69% 28

52 Total

Notes: Weakest: Root Words 40%\*  
44%\*  
44%\*  
Strongest: Definitions 86%\*  
44%\*  
44%\*

Data Reporting for: \_\_\_\_\_ Pre/Post  
 Date: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_

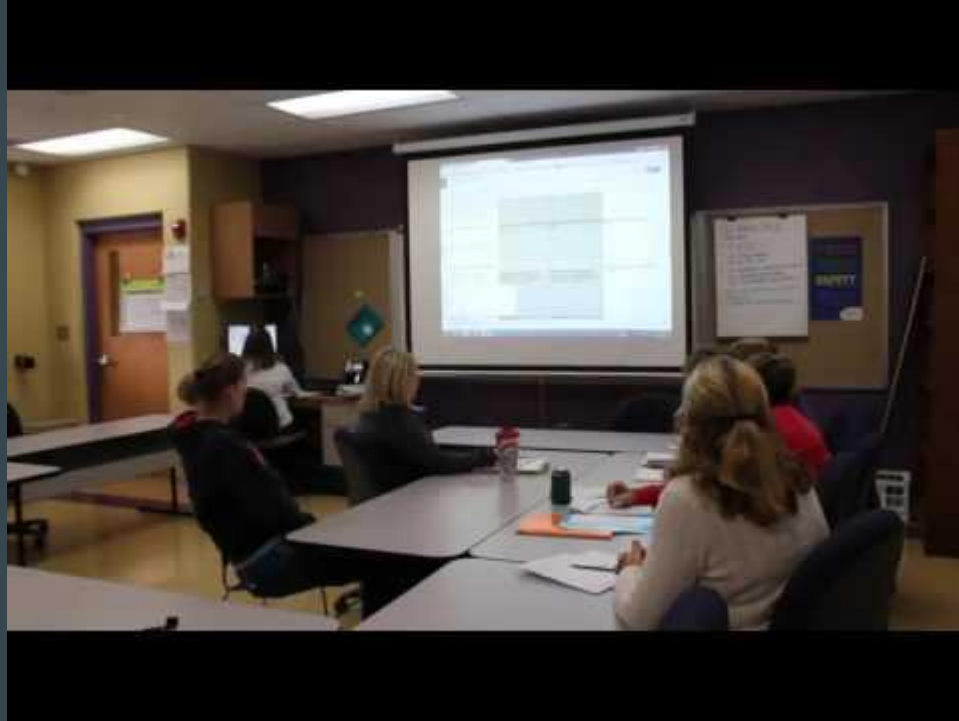
	All Students	Just IEP Students
Limited: 0-69%	_____	_____
Basic: 70-79%	_____	_____
Proficient: 80-89%	_____	_____
Accelerated: 90-94%	_____	_____
Advanced: 95-100%	_____	_____
Total #	_____	_____

Weaknesses Strengths

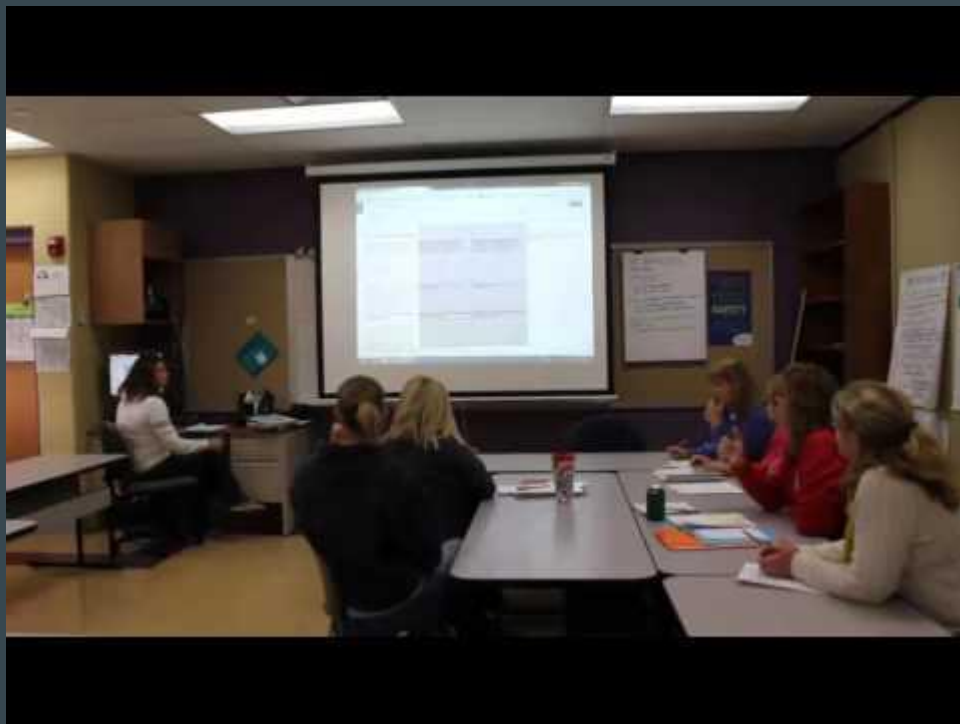
Strategies Effectiveness

Grade & Subject											
Teacher Based Team Pre and Post Meeting											
Norms: 1.) Data entered into the spreadsheet before TBT, 2.) Come on time & prepared, 3.) Thursday morning meet to rotate roles, 4.) Focus on strategies &/or reflection, 5.) Eliminate side bar conversations or write them in the "Parking Lot" for later.											
Unit/Standard/Skill:											
Pretest Mtg Date:			Formative 2 Mtg Date:			Formative 3 Mtg Date:			Post-test Mtg Date:		
Facilitator:			Facilitator:			Facilitator:			Facilitator:		
Time Keeper:			Time Keeper:			Time Keeper:			Time Keeper:		
Recorder:			Recorder:			Recorder:			Recorder:		
Redirector:			Redirector:			Redirector:			Redirector:		
Participants:			Participants:			Participants:			Participants:		
Step 1: Collect and chart assessment data aligned to the standards (3 Min.)						Step 5: Post-test Results:					
Formative Pre-Assessment			Formative 2			Formative 3			Summative Asmt		
Total Students Assessed	151	Percentage	Total Students Assessed	0	Percentage	Total Students Assessed	0	Percentage	Total Students Assessed	151	Percentage
All Students Above Proficient (3.5 or 4)	0	0%	All Students Above Proficient (3.5 or 4)	0	#DIV/0!	All Students Above Proficient (3.5 or 4)	0	#DIV/0!	All Students Above Proficient (3.5 or 4)	0	0%
IEP Students Above Proficient	0	0%	IEP Students Above Proficient	0	#DIV/0!	IEP Students Above Proficient	0	#DIV/0!	IEP Students Above Proficient	0	0%
All Students Proficient (3)	0	0%	All Students Proficient (3)	0	#DIV/0!	All Students Proficient (3)	0	#DIV/0!	All Students Proficient (3)	0	0%
IEP Students Proficient	0	0%	IEP Students Proficient	0	#DIV/0!	IEP Students Proficient	0	#DIV/0!	IEP Students Proficient	0	0%
			All Students			All Students			All Students		

# Pre Assessment (Steps 1-4)



# Continued



# Strategy Focused

- Small assessments

- SMART goal

- Identify weakness & focus on what **we will** do instead of what the students are doing (strategies vs. activities)





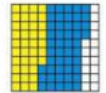



- Team comfortable enough to collaborate & share

- MOW & Learnals (find things that work for your team)

# Math Our Way

Math our Way 10-5 to 10-9

Name: \_\_\_\_\_

<p><b>Day one-</b> Write the word form of 345.34</p>	<p><b>Day one-</b> Round to the nearest:  whole number 9,456.304  hundredths place 2,397.189  whole number 9.793</p>	<p><b>Day two-</b> Which drawing shows <math>1\frac{3}{4}</math>?</p> <p>A </p> <p>B </p> <p>C </p> <p>D </p>	<p><b>Day two-</b> Mrs. Reed gets 385 free minutes a month. How many free minutes will she have after 7 months?</p>
<p><b>Day one-</b> Write in expanded form.  56.792</p>	<p><b>Day one-</b> Explain how the grid could help you solve the problem. <math>0.37 + 0.47</math></p> 	<p><b>Day two-</b></p> <p>6 <math>\overline{)789}</math></p>  <p>a. <math>\frac{5}{12}</math></p> <p>b. <math>\frac{7}{12}</math></p> <p>c. <math>\frac{5}{7}</math></p> <p>d. <math>\frac{17}{7}</math> </p>	<p><b>Day two-</b> What fraction of this tile floor is white?</p>
<p><b>Day three-</b>  1.31 - 0.55</p>	<p><b>Day three-</b>  45.53 - 37.85</p>	<p><b>Day four- T-13</b> 3 feet in a yard 12 inches in one foot  2 yd = _____ in</p>	<p><b>Day four-T-13</b> Write &lt;, =, &gt;</p> <p>96in  5ft.</p>
		<p><b>Day four- T-13</b> 2 pints in one quart  2 qt = _____ pt</p>	<p><b>Day four-T-13</b> 8 oz in one cup  96 fl oz = _____ c</p>

Name: \_\_\_\_\_ Summative review 10-27-15

Write the following numbers in **expanded** form.

1.) 32.804

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2.) 420.06

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Write each number in **standard** form.

3.)  $5 \times 1 + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1,000})$  \_\_\_\_\_

4.)  $7 \times 100 + 1 \times 10 + 8 \times 1 + 3 \times (\frac{1}{10}) + 4 \times (\frac{1}{1,000})$  \_\_\_\_\_

Write each number in **word** form.

5.) 49.317

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6.) 702.60

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Progress Report Standard	Formative Assessment	Summative Assessment
5. NBT 1.4 Understands place value systems. Read, write, compare, decimals to the thousandths.	•	•
Scale:		
4.0	Understand place value system. Read, write, compare decimals to thousandths using more complex numbers and values.	
3.5	In addition to 3.0 performance, partial success at score 4.0 content.	
3.0	Understand place value system. Read, write, compare decimals to thousandths. (multiply the powers of 10, use expanded form, use <, >, = to compare, round decimals)	
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.0	Understand some of the place value systems. Sometimes can read, write, compare decimals thousandths.	
1.0	With help, partial success at score 2.0 content and score 3.0 content	
0	With help, no success	



# Learns

## Multiplying Decimals

Mathematicians can explain where to place the decimal point in a product. (answer)

$$99.9 \times 22.2 = n$$

n will have 2 digits behind the decimal pt.

$$5.21 \times 0.8 = n$$

n will have 3 digits behind the decimal pt.

$$\begin{array}{r} 5.21 \\ \times 0.8 \\ \hline 4168 \\ 000x \\ \hline 4.168 \end{array}$$

- Longer # on top  
- Pretend whole #s  
- Now add dec. pt. w/ 3 digits behind

$$\begin{array}{r} 521 \\ \times 8 \\ \hline \end{array}$$

## Multiplying


I can predict how many decimal places will be in a Product.

$999.999 \times 22.222 = n$   
n will have six digits behind the decimal.

$5.21 \times 0.8 = 9$   
9 will have 3 digits behind the decimal.

pretend e #s!

$$\begin{array}{r} 5.21 \\ \times 0.8 \\ \hline 4168 \\ 000x \\ \hline 4.168 \end{array}$$

Ignore decimals for now!  
Now add Dec.   
3 digits Behind

# Formative

video

Questions??