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: [Redacted]  Pre/Post
Date: [Redacted]
Teacher Name: [Redacted]

- Advanced: 95-100%
- Accelerated: 90-94%
- Proficient: 80-89%
- Basic: 70-79%
- Below: 0-69%

Gracie & 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 & reflection, 5) Eliminate side bar conversations or write them in the "Parking Lot" for later.

Table:

- Formative 1
- Formative 2
- Formative 3
- Summative

Steps:
1. Collect and chart assessment data aligned to the standards (3 Mins.)
5. Post-test Results:

Table:

- Total Students Assessed
- Percentage
- Total Students Assessed
- Percentage
- Total Students Assessed
- Percentage
- Total Students Assessed
- Percentage

Strengths

Strategies

Effectiveness

Weaker
Pre Assessment (Steps 1-4)
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

<table>
<thead>
<tr>
<th>Day one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the word form of 345.34</td>
</tr>
<tr>
<td>Round to the nearest:</td>
</tr>
<tr>
<td>whole number 345</td>
</tr>
<tr>
<td>hundredths place 304</td>
</tr>
<tr>
<td>Day two:</td>
</tr>
<tr>
<td>Which drawing shows 1 ½?</td>
</tr>
<tr>
<td>a)</td>
</tr>
<tr>
<td>b)</td>
</tr>
<tr>
<td>c)</td>
</tr>
<tr>
<td>d)</td>
</tr>
<tr>
<td>Day three:</td>
</tr>
<tr>
<td>1.31 - 0.55</td>
</tr>
<tr>
<td>Day four- T-13</td>
</tr>
<tr>
<td>3 feet in a yard</td>
</tr>
<tr>
<td>12 inches in one foot</td>
</tr>
<tr>
<td>yd = _____ in.</td>
</tr>
</tbody>
</table>

#### Math our Way Summative review 10-27-15

| Name: ____________________ |
| Summative review 10-27-15 |

Write the following numbers in expanded form.

1.) 32,504

2.) 420.06

Write each number in standard form.

3.) \(5 \times 1 + 9 \times (\frac{1}{10}) + 2 \times (\frac{1}{100})\) ____________

4.) \(7 \times 100 + 1 \times 10 + 8 \times 1 + 3 \times (\frac{1}{10}) + 4 \times (\frac{1}{100})\) ____________

Write each number in word form.

5.) 46,317

6.) 7,926.06

#### Progress Report Standard

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeral forms and place value words</td>
</tr>
<tr>
<td>1.4 Understand place value systems; read, write, compare, decimals in the thousandths.</td>
</tr>
<tr>
<td>A. In all problems, partial success at score 3</td>
</tr>
<tr>
<td>B. No major errors or misconceptions regarding score 2 content, and partial success at score 3</td>
</tr>
<tr>
<td>C. Understand place value systems; read, write, compare, decimals in the thousandths.</td>
</tr>
<tr>
<td>1.9 With help; partial success at score 2 content and score 3 content.</td>
</tr>
<tr>
<td>1.10 No help; no success.</td>
</tr>
</tbody>
</table>

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#### Diagram

- Grid with shaded sections
- Fractions represented:
  - \(\frac{5}{12}\)
  - \(\frac{7}{7}\)
  - \(\frac{5}{7}\)
  - \(\frac{1}{7}\)
Learnals

**Xing 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.

\[
\begin{array}{c}
5.21 \\
\times 0.8 \\
\hline
41.68 \\
0.08 \\
4.168
\end{array}
\]

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

Multiplying

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

99.9, 499, 22, 22, 2 = n

n will have six digits behind the decimal.

5.21 \times 0.8 = 9

9 will have 3 digits behind the decimal.

\[
\begin{array}{c}
5.21 \\
\times 0.8 \\
\hline
41.68 \\
0.08 \\
4.168
\end{array}
\]

\[
\begin{array}{c}
416.8 \\
008 \times \text{Now add dec.}
\end{array}
\]
Formative video
Questions??