Team Process Sheet

Date: May 28, 2014

Team members/roles:

BK	**Facilitator**
AM	**Recorder**
CH	**Timekeeper/Reporter**

Step 1: Plan and Prepare Instruction:

Claim #4 for SBAC Performance Task: *"Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."*

I can statements for Claim #4 Performance Tasks:

I can make sense of real-world problem situations.

I can determine efficient ways to represent and solve real-world problem situations.

I can demonstrate my understanding through numbers, words, pictures, equations, etc.

Supporting Standard(s): *5.NF.1, 5.NF.2, 5NF.4, 5.NF.6, 4.MD.3*

I can statement(s) for Supporting Standards:

I can find the area of squares and rectangles.

I can multiply whole numbers by fractions using pictures and arrays.

I can add and subtract fractions with unlike denominators using equivalent fractions.

I can write equations for and solve real-world problems using addition and subtraction of whole numbers and/or fractions.

Type of Assessment: ☑CFA   ❑▯▯▯▯▯▯   m   ❑Summative (Pre- and Post-)

Step 2: Organize and Chart Data: Community Garden (5th Grade SBAC Practice Performance Task)

Cut Scores →			Exceeding:			Meeting: *Score of 5 or 6*			Approaching: *Score of 2, 3 or 4*			Far to Go: *Score of 0 or 1*
T.I.	#	%	Students Names	#	%	Students Names	#	%	Student Names	#	%	Student names
CH (27)				6	22%	A3 A7 A11 A19 A22 A26	8	30%	A1 A4 A5 A9 A10 A13 A20 A23	13	48%	A2 A6 A8 A12 A14 A15 A16 A17 A18 A21 A24 A25 A27
BK (30)				9	30%	B2 B5 B7 B8 B13 B15 B16 B26 B27	3	10%	B3 B28 B30	18	60%	B1 B4 B6 B9 B10 B11 B12 B14 B17 B18 B19 B20 B21 B22 B23 B24 B25 B29
AM (26)				4	15%	C11 C17 C19 C26	8	31%	C9 C10 C12 C14 C15 C16 C22 C23	14	54%	C1 C2 C3 C4 C5 C6 C7 C8 C13 C18 C20 C21 C24 C25
Total (83)				19	23%		19	23%		45	54%	

Step 3: Analyze Data and Prioritize Needs: Select a group or combined group of students that need similar skill instruction.

Choose One Student Group: Exceeding   Meeting   (Approaching)   Far to Go

Performance Strengths	**Inference**
Performance Errors/Misconceptions	**Inference**

The error/need we have identified as our top priority is:

(Be sure to ask: *Will this help the student support core instruction?*)

Step 4: Select Common Instructional Strategies:

Step 7: Reflect, Monitor & Evaluate the Process

Notes for Next Year/ Reflection

Step 5: Determine Results Indicators: How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds and follow gradual release as students progress with the strategy selected.

What will the teachers do? (How will we instruct students using the strategy?)

What will the students do? (Other than just listening...)

What will we see in student work if the strategy is working? (Use this question to generate your Progress Monitor and record the date you agree to give it by.)

Step 6: Create a Theory of Action:

If we _____ then _____ of our

students will be able to _____ .