

Teachers: Vernon, Engberg TBT Cycle # Language Arts
 Grade level: K Subject: Reading Date: 10-10-14 to 10-24

Learning Standard: RFK.2.A. Rhyming

Strategy used by teacher: non-linguistic representation

Activity for the students: matching picture games

Benchmark Score

51
Students

~~51~~
~~51~~
~~51~~
~~51~~

Pre-Assessment				B&G	Y	R
Ad/Ac	Prof.	Basic	Limited	% Prof.	% Near Prof.	% Not Prof.
Blue	Green	Yellow	Red			
	2	1	0			
	18	23	9	37%	45%	18%
	10	11	5			
	9	12	4			
	19	23	9			

Post-Assessment				B&G	Y	R
Ad/Ac	Prof.	Basic	Limited	% Prof.	% Near Prof.	% Not Prof.
Blue	Green	Yellow	Red			
	6-8	2-5	0-1			
	37	5	5	79%	11%	11%
	17	3	3			
	620	2	2			

	# St.	# Prof.	% Prof.
AA			
Multi			
White			
SWD			

	# St.	# Prof.	% Prof.
AA			
Multi			
White			
SWD			

SMART Goal Met - Yes No

Strengths: (Step 2)

82% of students know how to identify rhyming words or some thing about rhyming

Errors/Misconceptions/Trends: (Step 2)

choosing words w/ same beginning sound
choosing pictures that go together like school & broom

Student work examined by team? (Step 2)

Yes

No

may see that at a school

Instructional Strategy: (Step 3)

non-linguistic representation

Implementation will look like: (Step 3)

rhyming games → match rhyming pictures; rhyming bingo

SMART Goal: (Step 3)

~~70% of students~~ 70% of all students will be proficient with rhyming
25% of the remaining students will have a basic

Monitoring: (Step 4)

M-F 9:20 - 9:40 Knowledge of rhyming

Level of Implementation: (Step 5)

Full

Partial

Not at All

What was learned: (Step 5) Successes and Obstacles

rhyming games (pictures matching/bingo) works

Strategy Recommendation: (Step 5)

Non-linguistic Representation

TBT Cycle #

Teachers: Fetter/Kramer

Grade level: 2nd

Subject: Math

Date: 3-24-15 to 4-14-15

Learning Standard: 2.MD.10

Strategy used by teacher: modeling

Activity for the students: practice with graphs

Benchmark Score	Pre-Assessment				B&G	Y	R
	100%	99-80	79-60	59-0			
	Ad/Ac	Prof.	Basic	Limited		% Near Prof.	% Not Prof.
	Blue	Green	Yellow	Red	% Prof.	Prof.	Prof.
# Students	0	0	11	29	0%	28%	72%

Post-Assessment				B&G	Y	R
100%	99-80	79-60	59-0			
Ad/Ac	Prof.	Basic	Limited		% Near Prof.	% Not Prof.
Blue	Green	Yellow	Red	% Prof.	Prof.	Prof.
8	19	6	10	63%	14%	23%

21 F
19 K
40
Pre
Post
43
students

	# St.	# Prof.	% Prof.
AA	20	0	0%
Multi	9	0	0%
White	9	0	0%
SWD	11	0	0%

	# St.	# Prof.	% Prof.
AA	25	14	56%
Multi	8	7	88%
White	11	9	82%
SWD	10	7	70%

SMART Goal Met Yes No 50% of all 2nd graders will score a 9 or higher on the post test.

Strengths: (Step 2)

They can read tally marks. They knew what more is. They understand basic questions about a graph.

Errors/Misconceptions/Trends: (Step 2)

Picture graphs were a struggle. They did not understand line plots. They do not use the data to answer questions.

Student work examined by team? (Step 2)

Yes No

Instructional Strategy: (Step 3)

Modeling graphs

Implementation will look like: (Step 3)

Practice in class and on homework.

SMART Goal: (Step 3)

We met our SMART goal because 63% of our students scored a 9 or higher.

Monitoring: (Step 4)

Level of Implementation: (Step 5)

Full Partial Not at All

What was learned: (Step 5) Successes and Obstacles

Students did well with graphs and had great growth for the post test.

Strategy Recommendation: (Step 5)