CENTRY PRIMARY SCHOOL

MCL-Crystal King



HOW WE USE OUR COMMON FORMATIVE ASSESSMENTS...

- CFA's are given to every student (these are given on the same day in the same way)
- Teachers and MCL's meet to discuss the data and what teaching strategies worked and what the plan is to meet the students who did not meet the standard (How are we going to intervene?)
- Teachers reteach students who did not meet the standard and then give the CFA again (reteaching may be done by another teacher depending on the skill)
- Teachers use spreadsheets in order to track progress
- Teachers use data to drive daily instruction whether that be in whole group or intervention small groups
- Teachers create learning ladders in order for students to monitor their own learning
- If a learning target is met according to the CFA data teams meet to decide how extension will be provided.

KINDERGARTEN

0000	
Student:	
Letter ID:	

В	Т	L	Y	S	Р	K	Α	X
M	J	N	С	R	F	U	D	W
Q	I	٧	Н	G	Е	Z	0	

d	j	р	е	X	a	n	0	i
u	g	С	h	Z	t	m	r	q
b	f	У	W	k	s	V	1	

Sound ID:

	В	Т	L	Υ	S	Р	K	Α	X
Ì	M	J	N	С	R	F	U	D	W
	Q	I	٧	Н	G	Е	Z	0	

Data:

Date:		
Capital:		
Lowercase:		
Sounds:		

13 or less 1 14-25 is a 2 26 is a 3

15.600 5.72	AUG UPPER	AUG LOWER	AUG SOUNDS	SEP UPPER	SEP LOWER	SEP SOUNDS	Oct Upper	OCT LOWER	OCT SOUNDS	nov upper	nov lower	nov sounds
24 39	15	16		24	23	14	26	26	18	26	26	24
	25	21		26	25	16	26	25	22	26	26	25
	25	24	24	25	25	25	25	25	25	26	26	26
	- 1								10		5	14
	22	21	22	24	25	23	24	25	25	24	26	25
										11		9
	16			19	17	12	25	23	16	26	26	26
	26	22	16	26	25	17	26	25	19	26	26	24
100	13			20	17	8	22	18	12	25	23	20
i	22	20		22	22	5	26	25	15	26	26	21
					4				0	14		9
				7					0	17	12	3
				13	4	6	18		11	22	18	21
Š B	25	23	21	26	26	25	26	26	25	26	26	26
					4	0						0 2
	26	26	24	26	26	25	26	26	25	26	26	26
	20	15		22	18	4	24	21		26	25	22
3	25	19	10	26	23	17	26	24	22	26	26	24
	17	13		24	21	9	25	23	21	26	25	25
	26	24	19	26	24	20	26	26	23	26	26	26

1.FR.5.PD Decode Words with Digraphs Name: _____ Date: Score: Teacher directions: 5 seconds/word √- Read correctly 3= 13-16 correct 2= 8-12 correct 1= 0-7 correct 1. ___ path 2. ___ mash 3. ___ whip 4. chat 5. ___ luck 6. match edge 8. ___ ring 9. ___ that 10. ship 11. whiz 12. chin 13.___ rock 14. hutch 15. badge

16.___ song

FIRST GRADE

Rubric:

10. 9. 8 = score of 3

7 6 5 = score of 2

4 or less score of 1

Name:	Name:
Date:	Date:
Score:	Score:
Phonological Awareness	Phonological Awareness
Orally blends 1-syllable	Orally segments the
words	sounds of 1-syllable words
1.FR.1.PA	1.FR.2.PA
✓- Blended correctly	√- Blended correctly
<u>Teacher</u> Student	Student Teacher
1/t//a//s//k/→ task	1. /t//a//s//k/← task
2/s//e//t/ → set	2/s//e//t/ ← set
3 /h//e//l//p/→help	3 /h//e//l//p/← help
4 /c//r//u//s//t/→crust	4 /c//r//u//s//t/←crust
5. /f//l//i//p/→ flip	5. /f//l//i//p/← flip
6 /m//a//sh/→mash	6/m//a//sh/←mash
7/j//u//s//t/→ just	7/j//u//s//t/← just
8. /f//l//a//sh/→flash	8. /f//l//a//sh/←flash
9. /ch//e//k/→ check	9. /ch//e//k/← check
10/s//p//l//i//t/→split	10/s//p//l//i//t/←split
Ev. r	

10. 9. 8 = score of 3

7.6.5 = score of 2

4 or less score of 1

1.FR.5	i.PD - Dig	raphs	1.FR.1.	PA - Oral	Blends		R.1.PA - (egmentii	
Pre	Post	Re	Pre	Post	Re	Pre	Post	Re
2	9		3	3		1	2	2
	11		3	3		3	3	
	14		1	3		1	2	3
	1		3	3		1	2	2
	5		1	3		2	1	2
4	13		3	3		2	2	3
13			3	3		3	3	
	13		3	3		2	2	3
9	13		3	3		2	2	3
	4		. 1	1	4			
	14		4	1	2	- 1		
4	11		3	3		1	- 1	2
	2		1	3		1	2	2
	14				3			3
5	6		3	3		2	2	2
	- 6		1	2	3	1	1	2
8	13		3	3		3	3	

SECOND GRADE

	400
Name:	
2.NBT.A.3/2.NPV.3	
Read, write, and represent whole numbers up to 1,000 using concrete models or dra-	wings,
number names, and a variety of expanded forms.	

Write the following numbers in numeral form, number names and expanded form.

	Numeral	Number Name	Expanded Form
1.	#1 #2	30	
2.			
3.	7	3	Ť

Draw a concrete model of the following numbers:

15. 28	16.	17. 897	~

Name:			

2.NBT.A.3/2.NPV.3

Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.

Read the following numbers in numeral form, number names and expanded form. (To your teacher)

- 6.28
- 7 13
- 8.897
- 9. twenty-eight
- 10. thirteen
- 11. Eight hundred ninety-seven
- 12. 20+8
- 13. 10+3
- 14.800+90+7

Rubric out of 21 17-21 correct --- 3 16-14 correct-- 2 12 or less correct --- 1

SECOND GRADE CONT.

Math 2.NBT.A.:	3 2.NPV.3							Rubric																				
Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms. New standard no longer using groups of 10 language. Must not miss any to get a 1 for the target									et a 1	•																		
	Write Numbers to 1000 using Numerals Q. 1-3	Target #1	POST	Write Numbers to 1000 using Number Names Q. 1-3	Target	to E F	Vrite Numbers o 1000 using expanded form (), 1-3	Targ #3		Nu 10 Nu	eads umbers to 00 using umerals 6-8			Reads Number 1000 us Number Names Q. 9-11	ing		Reads Numbers to 1000 using Expanded Form ST Q. 12-14		get 6 PO	Models Numbers within 1000 groups of 1 Q. 15-17 ST	IO Ta	arget #7	POST					
Pre-test	100	1		100	1		100	1			100	1		10	00 1		100		1	100		1						
Post-test	100		1	100		1	100			1	100		1	10	00	1	100			100			1					
Pre-test	100	1		33			0				0			()		0			0								
Post-test																												
Pre-test	100	1		100	Pre-t	est	100	1		67				0			100	1		100	1		100	1		67		
Post-test	100		1	100	Post-	test	100		1	100)	1		100		1	100		1	100		1	100		1	67		
Pre-test	100	1		100	Pre-t	est	67			67				67			100	1		100	1		100	1		100	1	
Post-test	100		1	100	Post-	test	100		1	100)	1		100		1	100		1	100		1	100		1	100		1
Pre-test	67			67	Pre-t	al second	NA																					
Post-test	100		1	100	Post-		100		1	100		1		100		1	100		1	100		1	100		1	100		1
Pre-test	100	1		100	Pre-t		67		- 2	67				67		100	100	1		100	1	-	67			67		-33
Post-test	100		1	100	Post-		100		1	100		1		100		1	100		1	100		1	100		1	100		1
Pre-test	67			67	Pre-t		100	1		0				0			100	1		67			100	1		100	1	
Post-test	67			0	Post-		100		1	100		1		100		1	100		1	100		1	100		1	100		1
Pre-test	0			0	Pre-t		67			67				0			33			0			33 100		1	67 33		
Post-test	100		1	100	Pre-t	100	100	1		100		1		67			100	1		100	1		100	1	3.	100	1	
Pre-test	100	1		100	Post-		100	- 31	1	100		1		100		1	100	2010	1	100	.531	1	100	1	1	67	- 21	
110 1001		0.000	NAMES OF TAXABLE PARTY.	NAME OF TAXABLE PARTY OF TAXABLE PARTY.	Pre-t		67			67				100	1		100	1		100	1		67			67		
					Post-		100		1	100		1		100		1	100	-	1	100	-1.5	1	100		1	100		1
					Pre-t	est	100	1		100)	1		100	1		100	1		100	1		100	1		100	1	
					Post-	-											10.7.70							-				
					Pre-t	est	100	1		100)	1		33			100	1		100	1		100	1		100	1	
					Post-	test	100		1		100		1	100		1	100		1	100		1	100	1	1	10	0	- 1
					Pre-t	est	67			100)	1		0			100	1		0			67			67		
					Post-	test	100		1	100)	1		0			100		1	100		1	100		1	33		
					Pre-t	est	NA																					
					Post-	test	100		1	100		1	-	100		1	100		1	0			100		1	100		1
								58%	89%		5	3% 84	%	1	26%	63%	N.	74%	79%		63%	79%		58%	95%		47%	74%

SECOND GRADE CONT.

2.NBT.A.3/2.NPV.3 Math Learning Targets

 Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.

i names, a	nd a variety of expanded forms.						
More	I can describe numbers within 1000 as a group of 10 ☆						
Complex	I can model numbers within 1000 as a group of 10 ☆ I can write numbers in expanded form to 1000 ☆ I can write number names to 1000 ☆						
	I can write base-ten numerals to 1000 😭						
	I can read numbers in expanded form to 1000 🗙						
	I can read number names to 1000 ☆						
	I can read base-ten numerals to 1000 (110, 120,130) ☆						
Less	I can count on from any number to 120 🏠						
Complex	I can write a number to represent a group of objects 🛠						
	I can read and write my numbers from 0-120 🏠						
	More Complex						



Northwest Arkansas Education Service Cooperative

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During a coaching cycle, Gentry Primary's 1st grade team and MCL worked extremely hard on the goal they set with the NWAESC literacy specialist, Brittney Bair. The team set a goal to embed explicit instruction and increase practice opportunities into Tier 1. Students and teachers are seeing evidence of this focus in their Acadience scores. Way to go Pioneers!!

Gentry Public Schools

