Electronic Evidence #5

High Point University
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>pg. 1</td>
</tr>
<tr>
<td>Introduction and Data Profile</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Standards and Objectives taught</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Assessment Calendar</td>
<td>pg. 5</td>
</tr>
<tr>
<td>Pre-test</td>
<td>pg. 6</td>
</tr>
<tr>
<td>Informal Assessments Used</td>
<td>pg. 10</td>
</tr>
<tr>
<td>Formative Assessments Used</td>
<td>pg. 12</td>
</tr>
<tr>
<td>Formative Re-Test</td>
<td>pg. 14</td>
</tr>
<tr>
<td>Wiki-task MD.2</td>
<td>pg. 17</td>
</tr>
<tr>
<td>Wiki-task MD.4</td>
<td>pg. 18</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>pg. 19</td>
</tr>
<tr>
<td>Informal, Formative and Summative Assessment Data</td>
<td>pg. 28</td>
</tr>
<tr>
<td>Improvements Made Based On Data</td>
<td>pg. 31</td>
</tr>
<tr>
<td>Reflection</td>
<td>pg. 35</td>
</tr>
<tr>
<td>References</td>
<td>pg. 36</td>
</tr>
</tbody>
</table>
Introduction and Data Profile

I am currently working in Thomasville Primary School, which is located in the Thomasville City School District. Thomasville Primary is a Title 1 school that follows the traditional school calendar. In other words, over 95% of the student population qualifies for free and reduced breakfast, snack, and lunch. Thomasville Primary is made up of 798 total students. There are 8 third grade classrooms and the average third grade class size is made up of 19 students. My personal third grade classroom contains 21 students and all of them are required to participate in the EOG’s (End Of Grade Testing). According to the data from 2014, Thomasville Primary has 20.1% of students that scored at or above grade level on their reading EOG’s and for math, 34.0% of students scored at or above grade level. About 30% of third grade students at Thomasville that took these tests were white, 10% were Hispanic and 14% were black (NC Report Card, 2014). Also of these third grade students, 16% were considered economically disadvantaged and 33% were considered not economically disadvantaged. According to the state, third grade scores at Thomasville Primary have lower EOG test scores by about 25% in reading and by about 10% in math (NC Report Card, 2014).
Standards And Objectives Taught

3.MD.B.4- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

3.MD.A.2- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
### March 2015

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Pre-Assessment</strong> - Power school NCDPI Pre-Test on <strong>MD.2 &amp; MD.4</strong></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Informal</td>
<td>10 Informal</td>
<td>11 Formative</td>
<td>12 Formative</td>
</tr>
<tr>
<td></td>
<td><strong>Ticket out the door</strong> on Estimate VS. Standard unit of measurement <strong>MD.4</strong></td>
<td>10 Informal</td>
<td><strong>Test</strong> <strong>MD.4</strong></td>
<td><strong>Wiki Task</strong> <strong>MD.4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Thumbs up/down</strong></td>
<td>11 Informal</td>
<td></td>
<td>12 Formative</td>
</tr>
<tr>
<td></td>
<td>If you understand rounding to ¼ inch <strong>MD.4</strong></td>
<td>11 Formative</td>
<td></td>
<td><strong>Wiki Task</strong> <strong>MD.4</strong></td>
</tr>
<tr>
<td>16</td>
<td><strong>Pre-Assessment</strong> - Writing Prompt on ML &amp; L <strong>MD.2</strong></td>
<td>17 Informal</td>
<td>18 Informal</td>
<td>19 Formative</td>
</tr>
<tr>
<td>23</td>
<td>Informal</td>
<td>17 Informal</td>
<td>18 Informal</td>
<td><strong>Wiki Task</strong> <strong>MD.2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Thumbs up/down</strong></td>
<td>17 Informal</td>
<td>18 Informal</td>
<td>**Circle word problems to solve with a partner <strong>MD.2</strong></td>
</tr>
<tr>
<td></td>
<td>If you understand rounding to ¼ inch <strong>MD.2</strong></td>
<td>18 Informal</td>
<td>18 Informal</td>
<td><strong>Wiki Task</strong> <strong>MD.2</strong></td>
</tr>
<tr>
<td>30</td>
<td>Small Group station Remedyation</td>
<td>24 Informal</td>
<td>25 Summative</td>
<td>26 Begin Remediation</td>
</tr>
<tr>
<td></td>
<td><strong>Remediation</strong></td>
<td>24 Informal</td>
<td>25 Summative</td>
<td><strong>Test</strong> <strong>MD.2 &amp; MD.4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Summative</td>
<td>26 <strong>Begin Remediation</strong> <strong>MD.2 &amp; MD.4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 <strong>Begin Remediation</strong> <strong>MD.2 &amp; MD.4</strong></td>
<td>27 Summative</td>
<td><strong>Re-Test</strong> <strong>MD.2 &amp; MD.4</strong></td>
</tr>
</tbody>
</table>
MD. 2 & MD.4 Pre-Test

Student: __________________________
Class: __________________________
Date: __________________________

1. Macy fills the bathtub with water. About how many liters does she use to fill the tub?
   A. 1 liter
   B. 10 liters
   C. 100 liters
   D. 1,000 liters

2. Adam poured water in the pail below.
   ![Diagram of a pail with water]
   How much water did he pour in the pail?
   A. ½ Liter
   B. 1 Liter
   C. 2 Liters
   D. 2 ½ Liters

3. Gonzalez has a water bottle on his desk. How much water is most likely in his bottle?
   A. 2 Liters
   B. 2 Kiloliters
   C. 2 milliliters

4. Janice has 2 pieces of bread. They each weigh 25 grams. How much do the two pieces of bread weigh altogether?
   A. 23 grams
   B. 27 grams
   C. 50 grams
5.) Which object weighs about 200 grams?

A. Dictionary  
B. Dog  
C. Man  
D. Pencil

6.) Don put screws into groups by length. He plotted data on the line plot below.

A. 1 ¼ Inches  
B. 1 ¾ Inches  
C. 2 Inches

7.) The third graders planted tomato plants. Then they measured the heights of their tomato plants after three weeks of growing. The heights are recorded on the line plot below.

<table>
<thead>
<tr>
<th>Tomato Plant Height</th>
<th>Number of Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 inches</td>
<td>2</td>
</tr>
<tr>
<td>9 ½ inches</td>
<td>1</td>
</tr>
<tr>
<td>10 ½ inches</td>
<td>6</td>
</tr>
<tr>
<td>11 inches</td>
<td>4</td>
</tr>
</tbody>
</table>

A.
8. Janice measured a thumbtack and found its length was \( \frac{1}{2} \) inch. Which model shows her thumbtack?
9.) What is the measurement of the pen?

A. 4 ½ inches
B. 4 inches
C. 3 ½ inches
D. 3 inches

10.) Leslie measured four worms. Which worm is the longest?

A. 

B. 

C. 

D. 

(Schoolnet, 2015)
Informal Assessments Used

Thumbs up, Thumbs down: Thumbs up, thumbs down is an activity where students can quickly express their understanding of the content being taught. For example, throughout my unit I asked students if they understood how to round to the nearest ¼ inch? I also asked, if they understood the difference between a Milliliter and a Liter? These are two key components that spiral throughout the entire unit, so to get a visual of their understanding will help me move them forward with their performance and success.

Four Corners: Four corners is a kinesthetic activity that allows my students to get up and moving while bringing the content alive. In this unit I asked my students certain questions and told them to show me which answer they believe is correct. I asked which picture demonstrates an object being measured to the nearest ½ inch?

Tic-Tac Toe: For tic-tac toe boards I put six questions in a table that would resemble a tic-tac board and I let the students pick three questions to answer. The questions have to align like they would if they had won the game of tic-tac toe, up and down, side-to-side, or diagonal. For this unit, I used questions concerning actual measurements versus estimation.

Ticket Out The Door: For my ticket out the doors I like to use sticky notes and gauge it with a thermometer. If you are cold, you don’t understand the content, if you are hot, you have a full understanding. If you are warm, you some what have an understanding. Students will place their own sticky notes on the thermometer. I asked them if they know what the different between estimation and actual measurement was, before I taught the content.
Circle Your Partner Problems: Each student gets a paper that has multiple questions concerning Measurement. Each student circles two, and then they pick a partner. They have to do all problems together that each person circled. This way if they circle the questions that are familiar to them they still have the chance to get challenged by their partner. It’s a great way to check work and to push other students who may not have a complete understanding. For this specific task, students answered questions on which would work better in filling certain objects, Millimeters or Liters?

Individual Hands On Measurement: For this informal assessment students could pick an item to measure. They came up to the tape measure and they had to measure an item to the nearest inch. This assessment gave them option, but provided a direct response to understanding. The three items were a football, a tape dispenser, and a pair of scissors.
Formative Assessments

Test (MD.2)-

Name: __________________________

1. Martha bought 6 pieces of candy. One of the pieces is on the scale below.

Which scale shows how much her candy weighs in all?

a. 

b. 

c. 

d. 

2. Which is the most reasonable weight for the paper clip?
   a. 1 gram
   b. 100 grams
   c. 1 kilogram
   d. 10 kilograms

3. A third grade class has sorted objects into two groups by weight.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>math book</td>
<td>paper clip</td>
</tr>
<tr>
<td>student</td>
<td>pencil</td>
</tr>
<tr>
<td>desk</td>
<td>large poster</td>
</tr>
<tr>
<td>notebook</td>
<td>piece of paper</td>
</tr>
</tbody>
</table>

Which groups’ sorting rules are correct?
   a. Group 1: objects that weigh more than 1 gram
       Group 2: objects that weigh less than 1 gram
   b. Group 1: objects that weigh more than 5 grams
       Group 2: objects that weigh less than 5 grams
   c. Group 1: objects that weigh more than 5 kilograms
       Group 2: objects that weigh less than 5 kilograms
   d. Group 1: objects that weigh more than 100 kilograms
       Group 2: objects that weigh less than 100 kilograms
4. Fran needs 150 grams of sand for her science experiment. She already has 135 grams of sand. Which equation tells how much more sand Fran needs?
   a. 150 + 135 = 285
   b. 150 + 135 = 275
   c. 150 - 135 = 25
   d. 150 - 135 = 15

5. Mrs. Foster’s two suitcases are shown on the scale below. Each suitcase has the same weight.

   ![Scale with two suitcases]

   How much does one of Mrs. Foster’s suitcases weigh?
   a. 32 kilograms
   b. 18 kilograms
   c. 9 kilograms
   d. 8 kilograms

6. The coins in Jenny’s pocket weigh 45 grams. She has nine of the same coin. Using the chart below, what coins are in Jenny’s pocket?

<table>
<thead>
<tr>
<th>Coin</th>
<th>Weight (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>penny</td>
<td>1.3</td>
</tr>
<tr>
<td>nickel</td>
<td>5</td>
</tr>
<tr>
<td>dime</td>
<td>2</td>
</tr>
<tr>
<td>quarter</td>
<td>5.67</td>
</tr>
</tbody>
</table>

   a. Penny
   b. Nickel
   c. Dime
   d. Quarter

7. About how many grams does a glue stick weigh?
   a. 5 grams
   b. 50 grams
   c. 500 grams
   d. 5,000 grams

8. Which object weighs about 200 grams?
   a. Dictionary
   b. Dog
   c. Man
   d. Pencil

9. The baker uses 8 bags of flour a day. Each bag has a mass of 6 kg. How many kg of flour does the baker use each day?
   a. 64 kg
10. Marco has 82 grams of grapes in a bowl. He ate 19 grams of the grapes. How many grams of grapes does he have left in the bowl?
   a. 63 grams
   b. 77 grams
   c. 67 grams
   d. 101 grams

Re-test (MD.2)-

Name: ________________________

1. Which animal next to the man weighs \textbf{about} 3 kilograms?
   a. 
   b. 
   c. 
   d. 

2. Norm was going on a trip. His luggage needs to weigh 40 kg or less. He has over-packed and his luggage weighs 58 kg. How many kg does Norm need to remove from his luggage to meet the acceptable weight?
   a. 98 kg
   b. 19 kg
   c. 18 kg
   d. 8 kg

3. What is the best estimate for the mass of a pencil?
   a. 10 grams
   b. 100 grams
   c. 1 kilogram
   d. 10 kilograms

4. Amy measures the mass of two objects for her science experiment. The mass of the full coffee can is 326 g. The mass of the full hot chocolate mix is 309 g. What is the mass of both objects together?
   a. 17 g
   b. 23 g
5. Jason measured the weight of the three rocks below from his collection.

- Rock G weighed 15 grams.
- Rock H weighed twice the weight of Rock G.
- Rock K weighed twice the weight of Rock H.

How much did Rock K weigh?
- a. 15 grams
- b. 30 grams
- c. 45 grams
- d. 60 grams

6. Which is the best estimate of the mass of a single piece of candy?

- a. 5 grams
- b. 300 grams
- c. 10 kilograms
- d. 150 kilograms

7. Lorenzo weighed some paper clips, as shown on the scale below.

Then he divided the paper clips evenly into five equal groups. How much did each group of paper clips weigh?
- a. 5 grams
- b. 8 grams
- c. 10 grams
- d. 105 grams

8. Which choice could show the weight of a dog?
- a. 1 gram
b. 5 grams  
c. 10 kilograms  
d. 100 kilograms

9. Which object weighs about 1 kilogram?  
a. A bike  
b. A book  
c. A paper clip  
d. A pencil

10. A pet store orders 6 bags of food. Each bag of food weighs 2 kg. What is the total weight of the bags altogether?  
a. 12 kilograms  
b. 8 kilograms  
c. 4 kilograms  
d. 3 kilograms

(Schoolnet, 2015)
Formative Instructional and Assessment Tasks

Estimating Measurements

Ms. Mac asked each of her students to use estimation to draw a five-inch line. Then, each student measured his/her line to see how close it actually was to five inches. The students’ actual measurements are in the chart below. Organize the students’ measurement data on the line plot.

<table>
<thead>
<tr>
<th>Students' Line Measurements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(in the nearest 1/4 inch)</td>
<td></td>
</tr>
<tr>
<td>Allie 5 1/4</td>
<td>Hal  3 3/4</td>
</tr>
<tr>
<td>Ben 5</td>
<td>Leana 6</td>
</tr>
<tr>
<td>Cary 5 1/2</td>
<td>Jorge 5 1/2</td>
</tr>
<tr>
<td>Dean 4 3/4</td>
<td>Katie 4</td>
</tr>
<tr>
<td>Ellen 3 1/2</td>
<td>Lara  4 1/2</td>
</tr>
<tr>
<td>Eliza 5</td>
<td>Matt  3</td>
</tr>
<tr>
<td>Fran 4</td>
<td>Nick  4 1/2</td>
</tr>
<tr>
<td>Gary 5 1/4</td>
<td>Ollie 5 1/2</td>
</tr>
</tbody>
</table>

Use data from your line plot to answer each question.

6. How many students’ lines were exactly five inches long?

7. How many students drew a line longer than five inches long?

8. What was the length of the shortest line drawn?

9. How many students drew a line that was either 4 1/2 inches long or 5 1/4 inches long?
Wiki-Task (MD.2)-

Weighing Fruit

Julius put a lime on the scale and found that it weighed 60 grams.

He used the same scale to weigh an orange.

About how much does the orange weigh? Explain how you found the weight of the orange using precise vocabulary.

Julius put three oranges in a bag.

If each orange was the same size as the one he weighed, about how much does the bag of oranges weigh? Explain how you found the weight using precise vocabulary.

(Schoolnet, 2015)
Summative Assessments

1. A baker puts food in a container.

Part A How many liters of food are in the container?

Part B The baker puts 7 more liters of food into the container. How many liters of food are in the container?

2. Matthew brought 20 one-liter bottles of water to the race. Linda brought 50 one-liter bottles of water to the race. How many total liters of water were brought to the race?
   
   A. 30 liters  
   B. 70 liters  
   C. 100 liters
3. Jordan had a fish tank filled with 56 liters of water, as shown below.

She emptied the fish tank by filling a container that holds 7 liters of water. How many times did she fill the container to empty the fish tank?

A. 9
B. 8
C. 7
D. 6

4. Caroline gives her animals about 5 kilograms of food per day. About how much food does she feed her animals in 10 days?

A. 2 kilograms
B. 15 kilograms
C. 50 kilograms
D. 100 kilograms

5. What is the most likely weight of a math textbook?

A. 2 kg
B. 2 g
C. 20 kg
6. Jana plans to fill a fish tank with 10 liters of water. She will use a bucket that holds 2 liters of water. How many times will she fill and empty the bucket?

A. 4  
B. 5  
C. 8  
D. 12

7. Monica has two boxes to ship. One box has a mass of 58 kilograms. The mass of the second box is 19 kilograms less than the mass of the first box. What is the mass, in kilograms, of the second box?

A. 39 kilograms  
B. 41 kilograms  
C. 49 kilograms  
D. 77 kilograms

8. Which is the best estimate of the mass of a single piece of candy?

A. 5 grams  
B. 300 grams  
C. 10 kilograms  
D. 150 kilograms
9. Grape juice and apple juice are used to make a fruit drink. The volume of 1 serving of each juice is shown below.

![Grape Juice and Apple Juice](image)

Part A What is the volume, in liters, when 1 serving of grape juice is mixed with 1 serving of apple juice? Show or explain your work.

Part B What is the volume, in liters, when 2 servings of grape juice are mixed with 1 serving of apple juice? Show or explain your work.

Part C What is the difference between the volumes found in Part A and Part B? Show or explain your work.

10. Norm was going on a trip. His luggage needs to weigh 40kg or less. He has overpacked and his luggage weighs 58kg. How many kg does Norm need to remove from his luggage to meet the acceptable weight?

A. 98kg
B. 19kg
C. 18kg
D. 8kg
11. Leslie measured four worms. Which worm is the longest?

A.

B.

C.

D.
12. Wendell drew the lengths of ten different pencils. He made a line plot of his data.

How many pencils measured $4\frac{1}{2}$ inches?

A. 1  
B. 3  
C. 7

13. Henry measured the lengths of several shoelaces. He recorded the lengths in the line plot below.

How many shoelaces measure greater than $22\frac{1}{2}$ inches long?

A. 2  
B. 3  
C. 5  
D. 8
14. The line plot below shows the measurements of toys from a toy box.

![Toy Measurements Diagram]

How many total toys measured $\frac{1}{2}$ inch or 1 inch?

A. 7  
B. 4  
C. 3

15. Megan used a ruler to measure her foot below.

![Megan's Foot Image]

How long is her foot?

A. 5 $\frac{1}{2}$ inches  
B. 6 inches  
C. 6 $\frac{1}{2}$ inches  
D. 7 inches
16. Don put screws into groups by length. He plotted data on the line plot below.

![Screws plot]

In inches, how long was the longest screw?

A. $1 \frac{1}{4}$ inches
B. $1 \frac{3}{4}$ inches
C. 2 inches

17. Doug has a box of rocks. Doug measured the lengths of the rocks. The lengths of the rocks are shown on the line plot.

![Rocks plot]

How many total rocks does Doug have that are either $\frac{1}{4}$ inch or 1 inch long?

A. 4
B. 5
C. 9
D. 11
19. The lengths of 5 leaves are $\frac{3}{4}$ inch, 1 inch, $\frac{1}{2}$ inch, 1 inch, and $\frac{3}{4}$ inch. Which line plot shows this data?

A. Leaf Lengths

B. Leaf Lengths

C. Leaf Lengths

D. Leaf Lengths

Length (inches)
20. Mr. Frank’s class measured young bean plants. The table below shows the data.

<table>
<thead>
<tr>
<th>Height of Plants</th>
<th>Number of Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1\frac{1}{4}$</td>
<td>3</td>
</tr>
<tr>
<td>$1\frac{1}{2}$</td>
<td>2</td>
</tr>
<tr>
<td>$1\frac{3}{4}$</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Which line plot displays the data?

A.

B.

C.

(Schoolnet, 2015)
Informal Assessment Data:  Developing=1  Proficient=2  Accomplished=3

Formative and Summative assessment grades are all out of 100, based off of a 7 point scale.

Week One (March 2-6):

Pre-Assessment- The first row is questions 1-5, and the second is questions 6-10.

Assignment A- Ticket out the door

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PA| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10| 11| 12| 13| 14| 15| 16| 17| 18| 19| 20| 21|
| 1-5|50|60|60|50|80|60|50|40|40|60|60|40|50|70|50|40|70|30|60|60|70|
| 6-10|70|50|60|80|90|80|60|60|80|70|60|50|60|70|70|80|90|50|70|60|60|

Assignment B- Hands on measurement
Assignment C- 4 Corners

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| C |   | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Week Two (March 9-13)

Assignment D- Thumbs up Thumbs Down
Assignment E- Taped Ruler
Assignment F- Test
Assignment G- Wiki-Task
Assignment H- Re-test

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| D | 3 | 3 | 3 | 3 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| E |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| F | 40|30|60|70|50|70|40|60|50|70|70|20|70|60|60|60|40|10|60|90|50|
| G |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| H | 50|80|70|7|102|22|22|22|22|22|22|22|22|22|22|22|22|22|22|22|22|22|

### Week Three (March 16-20)

- **Assignment I** - Pre-Assessment writing prompt
- **Assignment J** - Thumbs up/thumbs down
- **Assignment K** - Circle Problems with a partner
- **Assignment L** - Wiki-Task

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>60</td>
<td>80</td>
<td>80</td>
<td>70</td>
<td>70</td>
<td>90</td>
<td>60</td>
<td>80</td>
<td>70</td>
<td>80</td>
<td>100</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>80</td>
<td>70</td>
<td>50</td>
<td>80</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### Week four (March 23-27)

- **Assignment L** - Temperature check-Ticket out the door
- **Assignment M** - Tic-tac toe questions
- **Assignment N** - Summative Test
- **Assignment O** - Summative Re-Test

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| L |   |   |   |   | 3 |   |   | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |    |
| M |   | 1 |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| N | 60| 60| 100| 80| 50| 90| 80| 70| 50| 80| 50| 70| 80| 50| 70| 50| 30| 60| 80| 80|    |    |
| O | 50| 70| 70| 40| 80| 80| 90| 40| 80| 50| 60| 50| 20| 20| 90| 30| 80| 50| 60| 50|    |    |
**Pre-test Improvements to get better:**

The pre-test covered both standards, MD.2 and MD.4. Questions 1-5 covered MD.2, measurement and estimating liquid volume, and questions 6-10 covered length measurement. Based on the data, it was clear that students performed better on standard MD.4 than MD.2. Students were able to measure length with a ruler and plot their data on a line plot a lot easier than they were able to count tick marks and establish difference between Milliliters and Liters. Based off of this data, I am going to be sure to include another writing prompt pre-assessment that will only cover liquid volume. I also chose to put liquid volume measurement second, so that remediation can immediately follow. Remediation is needed the most in covering liquid measurement, so I felt that by having it directly after that section of the unit, the information would still be fresh in most students’ minds. To improve these results, I will include multiple informal assessments and play close attention to immediate feedback. I will also be sure to spiral back into length measurement while teaching liquid volume so that they are sure to see the difference. At this age, when teaching measurement as a whole, it is not a matter of completely understanding the content it is also about establishing the difference. So as I continue this unit, I will be sure to persistently state the distinctions between the two.

**Informal Assessment Improvements to get better:**

My students all participate in informal assessments, however it is not to their fullest potential. With my data, my biggest goal towards improvement would be more consistency. There are days where my smartest students just don’t feel like putting a thumb up, or going to a corner to express their answer. Lack of sleep, home life, and hunger are huge effecting factors for my informal assessments. As you can see student 18 is a new student and has not fully gotten into the swing of things yet, she has been here for about six weeks, so her
data certainly shows a lot of lower scores and inconsistency. She is also dealing with poverty and hunger outside of school, so I am trying to get her what she needs in order to perform better during her informal assessments. Consistency is my main goal, but we have also added additional math intervention time throughout the days as well to help improve understanding. During this math intervention time there will be hands on activities along with one on one help inside of the classroom, by this I mean more teachers per classroom. The TA’s have volunteered to be with us to ensure understanding on the small details such as counting tic marks with mass, rounding to the nearest \(\frac{1}{4}\) inch in measurement, and making sure we start at 0 when we measure our objects.

I have used the results of these informal assessments to form small groups to address weaknesses. I have paired some weaker performers with some stronger ones and I have altered my teaching by doing small group work and catering to each one’s needs. I have broken down the concepts that were taught during whole group instruction and gone into more detail when explaining them within small groups. For example, one group could not understand that when rounding to the nearest \(\frac{1}{2}\) inch, that the total length of the item did not have to end with \(\frac{1}{2}\). If an item is 3 \(\frac{3}{4}\) inches long, rounding to the nearest \(\frac{1}{2}\) inch would be 4 inches. So I did a break down session comparing length of different items and lining them up on the ruler. For those who consistently understand, they are placed in groups to push those who don’t and the measurement problems are differentiated depending on the group.

**Formative Assessment Improvements to get better:**

As far as my formative assessment grades go, they always need improvement, however I do think they are overall getting better. I have individual students that choose to let their behavior
get in the way of their grades which in unfortunate but that is a habit that we are trying to break by providing new testing spots and implementing new strategies. Student 4 is a prime example of someone who is not doing horrible but she chooses to let her behavior affect her overall potential as a student. She is easily my smartest student but cannot seem to be in the right place at the right time. Unfortunately, my district requires a re-test for every test given, I don’t like this concept because I think it’s too much testing for a third grade student to have to go through. If I had it my way, we would have two days of remediation to improve the original test scores rather than them going through another test. I think attention span and routine show when students do not improve on their re-test. We have a lot of students who fall right back into their same learning habits and cannot grasp their mistakes and how to learn from them. To improve student learning, I have decided to do a formative assessment as a class in-between the test and the re-test. Additionally, I will remediate between the two days to clear up any confusion that students might have had when taking the tests originally.

**Summative Assessment Improvements to get better:**

My summative test for this unit was 20 questions covering standard MD.2 and MD.4. I think that students had a lot of information to remember and I truly think this was a hard unit for them, but I would agree the scores are way too low for them to show understanding. I had one student get a 100% out of 21 and that is not good because half of the information on the summative was already tested the week before. A lot of my students were rushing to finish this test because it was the day before Easter Break and I think that highly affected their overall performance.

If I could prepare them for this summative assessment all over again I would incorporate more hands on learning, less talking and more doing. I think discussion is great but these scores show they didn’t gain a full understanding in how to measure certain objects, read scales, and read
rulers to the best of their ability. “In a recent national survey (Garet, Porter, Desimone, Birman, & Yoon, 2001), teachers reported that their knowledge and skills grew and their practice changed when they received professional development that was coherent, focused on content knowledge, and involved active learning” (Darling-Hammond, 2009). Active learning and hands-on activities are innovative. When students are interested and entertained by their activities they are more likely to focus on the content and become involved in whatever is has to offer. I plan to include more hands-on learning to not only boost test scores, but to more importantly prepare my students for everyday life.
Reflection

After completing this unit there were a lot of positives but there were also a lot of negatives. For example, I have learned certain days where my students cannot test along with certain times. I have found out which location in the room is best for each student when testing, however I have not found a complete solution for the behavior issues that are effecting academic performance. I have found that when my students provide direct feedback such as thumbs up/thumbs down, four corners, and tickets out the door, I suddenly become more successful as a teacher because I know where to direct more of my energy that very next minute. According to author Hal Urban he says, "I’m not claiming that every day in the classroom is going to be nothing but sunshine and smiling faces just because you come in all fired up with enthusiasm. But I am saying that you increase the odds of teaching effectively and having cooperative students every time you do" (Good Teachers, 2015, p. 11). I keep a high level of energy at all times, and throughout this unit I truly believe it is what kept some of my students going from day to day.

The content that was included in this unit is highly weighted on the EOG’s: So as I stated before, we will be doing remediation with this unit. What this means is that starting after the 27th of the month students will be getting one-on-one assistance in the areas that they are struggling. There are stations created to push the accelerated learners even further and then there are stations to push the struggling learners as well. Providing options at each station will accomplish this task. For example, one liter of water will be sitting at a station, some students will have to pour it into different cups, and bowls to see how much is left over. Then some students will have to write about what they could accomplish with one liter of water, what could it fill? What can they completely fill up using liters?
References


CERTIFICATE of ACHIEVEMENT

This is to certify that

Julia E

has completed the course.


January 31, 2015

Contact Hours: 4

Sarah McManus, Chief Teling Policy and Operations

Public Schools of North Carolina
Department of Public Instruction

NC FALCON
CERTIFICATE of ACHIEVEMENT

This is to certify that

Julia E

has completed the course

NC FALCON: III Collecting and Documenting Evidence 2014-15

January 31, 2015

[Signature]

Contact Hours: 2

[Logo]

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
CERTIFICATE of ACHIEVEMENT

This is to certify that

Julia E

has completed the course

NC FALCON: IV. Analyzing Evidence and Descriptive Feedback 2014-15

January 31, 2015
CERTIFICATE of ACHIEVEMENT

This is to certify that

Julia E

has completed the course

NC FALCON: I. Importance of Formative Assessment 2014-15

January 31, 2015