Essential Learning Standard Analysis Protocol—Grade 4 Sample

Essential Learning Standard Analysis Protocol

1. Define each essential standard on the assessment and describe the expectation of proficiency. Write your definitions and descriptions in the following chart.

	Essential Standard 1	Essential Standard 2	Essential Standard 3	Essential Standard 4
Expectations of Proficiency	I can explain why fractions are equivalent and create equivalent fractions. Students can explain why a fraction is equivalent to another fraction by using multiple representations. They will also describe how the number and size of the parts differ even though the two fractions themselves are the same size.	I can compare two fractions and explain my thinking. Students will compare the two fractions with and without common denominators and explain how to compare two fractions with different denominators. They will also justify their comparison using a model.	I can add and subtract fractions, show my thinking, and use one or more models to justify my response. Students are able to solve the problems (with no errors) and use one or more models to justify their response.	I can multiply a fraction by a whole number and explain my thinking. Students are able to multiply a whole number and a fraction (no errors) and use one or more models to justify their response.

2. Determine the number and percentage of students proficient on the assessment for each standard by teacher and then for all students within the team. Write the information in the following chart.

	Essential Standard 1		Essential Standard 2		Essential Standard 3		Essential Standard 4		Total Number of Students
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Teacher A	20	65	10	32	22	70	28	90	31
Teacher B	19	68	12	43	20	71	26	92	28
Teacher C	20	65	8	29	28	90	25	80	31
Total Team	59	66	30	33	17	70	79	88	90

3. For each standard, determine which students are unsatisfactory, which have limited knowledge, which are proficient, and which are advanced by teacher and as a team.

Essential Standard 1

	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Number of Students
Teacher A	2	9	10	10	31
Teacher B	8	1	19	0	28
Teacher C	11	0	16	4	31
Total Team	21	10	45	14	90

Essential Standard 2					
	Unsatisfactory	**Limited Knowledge**	**Proficient**	**Advanced**	**Total Number of Students**
Teacher A	10	11	2	8	31
Teacher B	10	6	12	0	28
Teacher C	19	4	4	4	31
Total Team	39	21	18	12	90
Essential Standard 3					
	Unsatisfactory	**Limited Knowledge**	**Proficient**	**Advanced**	**Total Number of Students**
Teacher A	4	5	7	15	31
Teacher B	7	1	19	1	28
Teacher C	3	0	18	10	31
Total Team	14	6	44	26	90
Essential Standard 4					
	Unsatisfactory	**Limited Knowledge**	**Proficient**	**Advanced**	**Total Number of Students**
Teacher A	1	2	20	8	31
Teacher B	0	2	22	4	28
Teacher C	6	0	24	1	31
Total Team	7	4	66	13	90

4. Which essential standards were student strengths? What instructional strategies impacted student thinking?

Our students are doing well with adding and subtracting common denominators and multiplying fractions by a whole number. Having the students engage in number talks during this unit has really helped students make connections between the models that students create and the thought process.

5. In which areas did individual teachers' students struggle? In which areas did our team's students struggle? What is the cause? How will we respond?

Only 66 percent of our students are proficient with equivalent fractions. Teacher A has been using more manipulatives and will use them with students from teachers B and C.

As a team, students are struggling with comparing two fractions when the denominator is not common. They are confusing the models or are not being precise when they use a circle when comparing fractions. We will create a plan for the students who need more time and support to include a focus on fraction representation using the rectangular model and the applet from NCTM.

6. Which students need additional time and support to learn the standards? What is our plan?

Next week during intervention time, we will use the following schedule:

Monday and Tuesday—Teacher A and support staff will work with the thirty-nine identified students on comparing two fractions. Teachers B and C will use the recipe task to stretch students' understanding of uncommon denominators.

We will also use small-group instruction and centers during the week to do more work with manipulatives. Teacher A is going to bring her manipulatives to share at the next team meeting.

7. Which students need extension or enrichment? What is our plan?

See notes on the use of the recipe task.