

Student Achievement Chart (SAC)

Standard(s):

MA.NY-2.OA.1a Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.

MA.NY-2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

MA.NY-2.NBT.7a Add and subtract within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.

Objective/LT for Pre-assessment: Students will demonstrate their present ability to add two one-digit numbers, solve one-digit word problems, break apart two-digit numbers, make tens, and add 3 one-digit numbers. Students will demonstrate their knowledge of addition gained from 1st grade concepts.

Objective/LT for Post-assessment: Students will be able to add within 200 by using concrete models or drawings, strategies based on place value, or properties of operations.

Mastery Levels	Description of Student Work in Each Mastery Category	Assessment Data Outcomes:		
		Indicators	Pre	Post
Level 3	<p>Number Correct: 6/6</p> <p>(Pre) Characteristics of student work:</p> <p>Student answered each question with accuracy and when prompted, effectively used an addition strategy (i.e. breaking apart a two-digit number, making tens).</p> <p>(Post) Characteristics of student work:</p> <p>Student solved addition problems within 200 with accuracy using concrete models or drawings, breaking apart, or making tens.</p>	Number of students:	9	10
		Percent of Total class:	42.86%	47.62%
		Student Names:	JL, JT, FN, MK, AB, AL, EV, LK, JU	JL, J.T, FN, MK, JS, Alie, EV, LK, JU, SI
Level 2	<p>Number Correct: 4-5/6</p> <p>(Pre) Characteristics of student work:</p> <p>Student answered most questions with accuracy and when prompted, sometimes effectively used an addition strategy (i.e. breaking apart a two-digit number, making tens).</p> <p>(Post) Characteristics of student work:</p> <p>Student solved addition problems within 200 with 75% accuracy using concrete</p>	Number of students:	9	8
		Percent of Total class:	42.86%	38.1%
		Student Names:	JS, LG, TL, DV, JN, JH, MD, SI, RY	AB, LG, TL, DV, JN, JH, MD, RY

	models or drawings, breaking apart, or making tens.			
Level 1	Number Correct: 0-3/6 (Pre) Characteristics of student work: Student answered some questions with accuracy and when prompted, did not effectively use an addition strategy (i.e. breaking apart a two-digit number, making tens).	Number of students:	3	3
		Percent of Total class:	14.29%	14.29%
		Student Names:	TM, FL, SN	TM, HL, SN

Considering the pre-assessment results from the SAC respond to the following questions:

How did you decide to administer this pre-assessment?	Students completed the pre-assessment as their morning work.
What was the source of the pre-assessment?	<p>Check or highlight all that apply:</p> <ul style="list-style-type: none"> • I pulled the pre-assessment from my school's adopted curriculum. • I used resources outside of my school's adopted curriculum to create or adapt the pre-assessment. • I used resources provided to me by my mentor teacher to create or adapt the pre-assessment. • Other: Explain.
Based on the SAC pre-assessment results, where are your students most successful (skills/knowledge)?	Students were most successful with basic one-digit addition with number and word problems. Students were also successful with the making tens number bond sprint.
How will you build upon their successes in the upcoming lesson?	I will build upon their knowledge of one-digit addition and making tens as an anchor for teaching addition strategies, especially as the numbers get larger and the word problems become more complex.
Based on the SAC pre-assessment results, what are your students' misconceptions?	Students have misconceptions about how to break apart a two-digit number to add.

How will you address student misconceptions in the upcoming lesson?

I will conduct mini lessons before lessons that use strategies like breaking apart a number. I will reteach all addition strategies with smaller numbers to employ their prior knowledge from 1st grade math.

Supports versus Modifications



Supports are adaptations that allow access to grade-level instruction:

- Include supports and scaffolds that are gradually removed
- Allow students to demonstrate increasingly independent proficiency



Modifications are adaptations that change the learning goal and/or lower the level of challenge for students.

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Based on the SAC, which students will need **supports** to achieve the objective(s) of the upcoming lesson?

Students who will need supports include Thomas, Haylee, and Saniyah. Some students in level 2 will also need reading support, especially when we are working with word problems. Additionally, some students may also need fine motor and writing organization support.

What **supports** will you incorporate into the lesson?

I will incorporate modeling, modified work for students who need writing support, and small group instruction to reteach concepts during independent work time.

Is there a student(s) who needs **modifications**? If so, explain how you determined the modification(s) you incorporated into the lesson (i.e. 504 plan, IEP goal).

According to Saniyah's IEP, all math instruction is to be in a small group. Additionally, all level 1 students will have their work modified to include the CUBES strategy (circle the numbers, underline the question, box the clue words, evaluate and eliminate, solve and show your work). If students are struggling to understand concepts in the small group, numbers can be changed to base 10 or one-digit numbers so long as the math concept can still be taught effectively.

Any other insights from the pre-assessment data?

An insight I gained for level 2 students and some level 3 students is that reading comprehension for word problems and instructions will be a barrier. For example, many students on #5 did not follow the instruction to circle the two numbers you would add first to make a ten, though many still added the three numbers correctly.

Educator Biases

Consider your own biases:

- Were you surprised by any of your pre-assessment data?
- Did you have misconceptions about student capability and learning?
- How will this impact your mindset in preparing for instruction?

I was surprised at some of the pre-assessment data, particularly with the students without IEP's. Effective reading comprehension and not rushing through work are going to be challenges for some students. I was also pleased to see that many students who struggle in other content areas like ELA excelled in this pre-assessment. This was not a surprise because of the math work they have performed in the previous unit. My mindset for preparing instruction is to remind students of the importance of foundational skills like reading carefully and using their number sense to evaluate how to solve.