

Math Unit Assessment Item Analysis

Identify questions where your class average was below 50%.	Review each question, identify the standard, list your class average and any possible barrier/misconception the students may have had.			What will you do next to address the possible barrier?
Question #	Standard	Class Avg.	Possible Barrier	Next Steps

The average score for this unit test was 80%.
All questions were above 50%, there were no standards in the red.

Three scored in the red: [redacted] (27%), [redacted] (40%), and [redacted] (40%). One student, [redacted] has been absent and has not taken the test yet. Those students have all been invited to an afterschool math group. This will cover review standards that are tested on the FSA, as well as current standards to increase their understanding of current material.

I'm working with them in a small group in class when they are here (absences have been a problem with [redacted] and [redacted]). They have a chart in their desk that helps them line up the decimals and notes what each place value position stands for. I've given them extra problems to work with and assigned an additional iReady lesson to practice place value.

Five students scored in the yellow with scores ranging from 53-67%. These students also have a decimal place value chart to practice at home and in class and are in a small group during practice lessons.

Next steps: Our next unit is decimal operations and measurement conversions. They will use the skills tested in this unit to help them. I will revisit and review the standards covered during this unit (NBT.1.1; NBT.1.2; NBT.1.3; and NBT.1.4) as we work on adding using place value, multiplying and dividing with decimals and whole numbers and converting metric units.