

TPGES Student Growth Goals with Fluency Assessment

Step 1	Step 2	Step 3	Step 4	Step 5
Determine Needs	Create specific learning goals based on pre-assessment	Create and implement teaching and learning strategies	Monitor student progress through ongoing formative assessment	Determine whether the students achieved the goal
Students will develop an understanding of whole number relationships and place value, including grouping in tens and ones.	By 12/14, 95% of my 1 st grade students will demonstrate an understanding that the two digits of a two-digit number represent amounts of tens and ones and that 10 can be thought of as a bundle of ten ones—called a “ten.” 95% of my students will perform at the “fluent” level on the fluency assessment rubric. In addition, all students (100%) will show improvement by advancing at least 1 level on the fluency assessment scoring rubric by 12/14.	Resources: <ul style="list-style-type: none"> • KNPIG base ten activities • “Teaching Number in the Classroom with 4-8 Year Olds” structuring; incrementing and decrementing activities • Conceptual PV learning activities in math stations 	<ul style="list-style-type: none"> • Students will be evaluated via conferencing, observation, and activities presented in math stations • Students will be assessed every 2 weeks using the fluency assessment FA10, assessments 2-9 	Students will be assessed using FA10, Test 9* (tests are equally weighted)
TPGES Connection				
1 a2, 1b3, 1f4	3d1, 3d2	1d1, 1d2, 1d3, 1e, 4a2, 4b2	1b3, 1b5, 1f1, 1f3, 1f4	5a

TPGES Student Growth Goals with Fluency Assessment

1- Beginning	2- Developing	3- Fluent
<p>Student is unable to demonstrate an understanding that the two digits of a two-digit number represent amounts of tens and ones and that 10 can be thought of as a bundle of ten ones—called a “ten.”</p>	<p>Student is somewhat able to demonstrate an understanding that the two digits of a two-digit number represent amounts of tens and ones and that 10 can be thought of as a bundle of ten ones—called a “ten,” but may need to count the establish the 10, be prompted or assisted, or has a long pause or hesitation.</p>	<p>Student is able to demonstrate an understanding that the two digits of a two-digit number represent amounts of tens and ones and that 10 can be thought of as a bundle of ten ones—called a “ten.”</p>