BACKGROUND

The Goal: to increase student math performance on grade-level modeling and reasoning problems.

The problem: On pre-assessments, students did not often use models to represent multi-step word problems. Students also struggled in the Modeling and Reasoning category on the End of Year state assessment.

Goal Statement: 80% of students will use models to solve real world problems involving percentages and fractions.
The Aim: Increase the percentage of students using models to solve real world problems involving percentages and fractions to 80%

The Population: 6th grade students at Bond Hill Academy on Math Specialist’s caseload

The Drivers: Grade-level work, Instructional Practices, Data-informed decision making
LEARNING CYCLES

SWBAT use models to solve problems involving percentages and fractions.
Models include tape diagrams, double number lines, tables, fraction tiles

PLAN

Teacher Actions: introduce models, support students learning, facilitate discourse, model problem solving strategies

Student actions: work collaboratively, study mistakes, create concrete or visual models for all problems.

DO

ACT

Successful Strategies: tape diagrams, double number lines

- Work with partners
- Using manipulatives
- Small group practice

- Distractions from other classes
- Need more time to practice

STUDY

Areas for improvement: Tables, fraction tiles, problem solving strategies

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RESULTS

The graph shows the percentage of students using models to solve problems involving percentages and fractions. The x-axis represents the progress monitoring dates, while the y-axis shows the percent of students using models. Key events highlighted include:

- **Week of 10/14:** Using base-ten blocks
- **Week of 10/28:** Introduced tape diagrams
- **Week of 11/11:** Fraction-decimal equivalence
- **Week of 12/2:** Drawing fraction models
- **Week of 12/9:** Using fraction tiles
• Students are able to explain the work that we do in small group to their classroom teachers.
• They have shown their models to their teachers and been confident enough to allow teachers to display their work to classmates.
Finding enough time to dive deep into the grade level concepts and models while ensuring students did not miss the whole group instruction that they required
Thank You!

TEAM MEMBERS

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