Common Assessment Data Study: *Literature Key Ideas & Structure Test*

Grade/Teacher: 6th Grade ELA - Jett

Assessment Information: *2/19/2020*	Initial Data:	Retest Data:
Standards: Essential- RL 6.1 RL 6.3, RL 6.4, RL 6.5 Content: Spiral assessment within the Lightning Thief Unit, focusing on the development of plot and characters, characterization, analysis on word choice on meaning and tone, and citing text evidence to develop inferences. QAT Link: Electronic QAT form	At or Above: 73% Near: 11% Below: 16% IEP: 100% near or below EL: 70% near or below	At or Above: 80% Near: 11% Below: 9% IEP: 50% near or below EL: 40% near or below

Interventions:	Notes:
- SLC groups met to analyze and review individual data and determine group focus - Reviewed requirements of a complete written response (focus on RL.6.1). - Pulled small group to continue work on how to write reasoning, and contextual clues to determine meaning of words.	For CERER response, many students misunderstood the question. They didn't understand the vocabulary word qualm which was important for creating the correct inference. Students showed overall growth from the 1/31 assessment that covered the same standards.

Common Assessment Data Study: *Literature Key Ideas & Structure Test*

Grade/Teacher: 6th Grade ELA - Jett

Assessment Information: *1/31/2020*	Initial Data:	Retest Data:
Standards: Essential- RL 6.1 RL 6.3, RL 6.4, RL 6.5 **Content**: Assessment within the Lightning Thief Unit, focusing on the development of plot and characters, characterization, analysis on word choice on meaning and tone, and citing text evidence to develop inferences. **QAT Link:** Electronic QAT form	At or Above: 62% Near: 8% Below: 30% IEP: 100% near or below EL: 82% near or below	At or Above: 67% Near: 6% Below: 27% IEP: 50% near or below EL: 54% near or below
Interventions: - SLC groups met to analyze and review individual data and determine group focus - Reviewed requirements of a complete written response (focus on RL.6.1). This time the students need to provide two pieces of evidence with reasoning for each piece. - Pulled small group to continue work on how to write reasoning. - Looked at basic comprehension questions.		**Notes:** * 1st time students were assessed on having to provide a CERER response. * Put in a reminder on the test embedded with the question stem for next year, and on the next assessment. * Break up stimulus into smaller sections for comprehension purposes