Unit 1 ELA Data Dialogue Protocol

Unit 1 ELA CSA Rubric

RL.K.1 - With prompting and support, ask and answer questions about key details in a text. **RL.K.2** - With prompting and support, retell familiar stories, including key details. **L.K.1** - Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking. **L.K.5** - With guidance and support from adults, explore word relationships and nuances in word meanings.		

Identify the students who demonstrated learning at the levels advanced, proficient, close to proficient or far from proficient. Word usage and meaning-L.K.1/ L.K.5

Story

Rhiannon

Ashley

4 - Beyond Proficient 100%	3 - Proficient 80%	2 - Close to Proficient 70%	1 - Far from Proficient 69% or below
Dillon **Madison** **Brielle** **Charleigh**	**Jeffrey** **Reed** **Aiyanna** **Ransom** **Gracelyn** **Evelyn** **Blaine** **Lily** **Jackson** **Rhylee** **Riley** **Gunner** **Meya** **Emily**	**Madalyn** **Ollie** **Olivia** **Richard** **Mercy** **Cooper** **Aiden** **Brady**	**Rylee** **Aleah** **Kinsley** **Declan** **Payton** **Karson** **Macon** **Ryder** **N/A: Zaydon**

Comprehension- RL.K.1 & RL.K.2

Story

Rhiannon

Ashley

4 - Beyond Proficient	3 - Proficient	2 - Close to Proficient	1 - Far from Proficient
Ransom Mercy Blaine Aleah Declan Madalyn Ollie Jeffrey Reed Aiyanna Madison Dillon Jackson Rhylee Gunner Cooper Meya Brielle Zaydon (IEP) Aiden Emily	Payton Karson Olivia Macon Richard Gracelyn Evelyn Brady Riley F Ryder Charleigh	Lily	Kinsley Rylee

Look at the samples of student work. What did the advanced students show in their work that sets them apart? Next, look at the proficient students and look at the trends in their work. Continue with each level and write down the trends in student work for each.

4 - Beyond Proficient	3 - Proficient	2 - Close to Proficient	1 - Far from Proficient

Determine a collective plan to target learning for each group of students. How will you re-engage each group in learning and who will be responsible for the learning? When will you re-evaluate groups to see in learning occurred?

4 - Beyond Proficient	3 - Proficient	2 - Close to Proficient	1 - Far from Proficient

Retelling a Fable with Puppets Materials: Puppet-making supplies	Retelling a Fable with Puppets Materials: Puppet-making supplies	• targeting Review Activities • revisiting esson Extensions • rereading and discussing select read-alouds	Small group/ review

Date to Re-Assess:

The students that are not proficient will be re-assessed in small group.

Data Analysis Protocol - CFA - Compare/Contrast - 1-15/2021

R.I.9 I can identify what is different between two texts. I can identify what is the same.

Venn Diagram compare/contrast Koalas to Polar Bears	Far From Proficient (placed three or more in the incorrect spot.)	Close to Proficient (placed two in the incorrect spot.)	Proficient (placed one item in the incorrect spot)	Beyond Proficient Perfect Score
Mrs. Harp	Timothy, Kaydence,		Denver, Jayden,	Julian, Skylar, Ian, Johnny, Korbin, Rodeo, Kenzie, Isabella, Miyah, Ella, Brooklyn, Ollie, Barrett, Kyla, Brody
	2/19 10.5%		2/19 10.5%	15/19 79%
Mrs. Jackson	Cadence, Dylan,	Weston, Aiden, Craig	,	Autumn, Jordan, Luke, Kingsley, Mia, Grayson, Jagger, Hadlea, Ryde,
	2/14 14%	3/14 21 %	/ %	9/14 64%
Mrs. Gilham		Connor, Dakota	Mia, Cassidy, Violet	Brody, Tuck, AnnaLeigh, Axton, Izerlind, Lincoln, Meadow, Bailey, Razner, Samuel Drayden, Rylan, Lucius, Remi, Robert, Samual
		2/21 10%	3/21 14 %	16/21 76%
Entire Grade Level	4/54 7%	5/54 9%	5/54 9%	40/54 74%
Our Next Goal:	0%	0%	.05%	90%

Data Analysis Protocol

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

- This was the first exposure to an individual Venn diagram so when I asked the students that were not advanced what was the same and different they could verbally tell me except for Kaydence.

- T modeled on the overhead projector step by step how to complete the assessment. Students were informed to locate this particular box and it was read to them and they decided which section it should go.

In which area or areas did my students struggle?
- Harp - The students really didn't struggle. The two that are struggling does not surprise me. One student has just been back in the classroom for 2 weeks and hasn't been exposed to regular classwork since March 13, 2020. When I asked him, he could tell me where they went.
- Jackson-
- Gilham - The students overall did really well and did not struggle. The few that did miss some just was not used to using a venn diagram on their own.

In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

- Students really didn't struggle with the assessment. It isn't a strategy, but next year we want to add carnivore, herbivore and mammal in lieu of the captions used. We may not add them below.

What is our plan for students who need additional time and support to learn the standards or targets?

Students will be immersed in more non-fiction books for the next two months. The unit was revised so wolves could be compared/contrasted to Arctic foxes within the next two weeks. The students will then have had more exposure to creating their own Venn diagrams, so the results will be interesting to see. .

What is our plan for students who need extension and enrichment?

Students will dig deeper into adding explicit facts on the current Venn diagram being used in the classroom. current surface level content.

Does this data show we are on track to meet our SMART goal? Why or why not?

Yes, students recognized the same and different aspects of Polar Bears and Koalas. They also on their weekly story assessment mastered the text features questions meaning we are meeting the Smart Goal. (Yea, finally).

Data Analysis Protocol - <mark>Mid Unit CFA Math Add/Sub</mark>

Add double digits with regrouping 1-3	Far From Proficient (missed 2 or 3)	Close to Proficient (missed 1)	Proficient (missed none)
Adams' Class	Gabby, Dominic	Kaden, Brayden, Adri, Ashlyn, Sarah,	Kalli, William, Noah, Jocylin Brantley, Malorie, Claire, Matti, Dylan
	2/16 13%	5/16 31%	9/16 56%
Beam's Class	Emerie, Phoenix, Lynlee, Adian, Ashton, Morgan, Dixie, Loveta	McKinley, Corbin	Braxton, Jace, Tyler, Gemma, Brison, Tripp
	8/16 50%	2/16 13%	6/16 37%
Collier's Class	Brenton,Cheyanne ,Chloe,Zoey,Bridge tte,Leo,Alice,Dylan ,Marlee,	Layla,Kambry,Gi o,	Ryker,Alara,bray den,Alivia,Zade, Jayden
	9/18 50%	3/18 17%	6/18 33%
Entire Grade Level	19 /50 38%	10/50 20%	21/50 42%
Our Next Goal:	%	%	, %

Subtract double digits with regrouping 4-6	Far From Proficient (missed 2 or 3)	Close to Proficient (missed 1))	Proficient (missed none))
Adams' Class	Gabby,	Noah, Dominic, Adri,	Kaden, Kalli, William, Jocylin, Brayden, Brantley, Ashlyn, Malorie, Claire, Matti, Sarah, Dylan,
	1/16 6%	3/16 19%	12/16 75%
Beam's Class	Phoenix, LynLee, Adian, Ashton, Morgan, Dixie, Corbin, Loveta	McKinley	Emerie, Braxton, Jace, Tyler, Gemma, Brison, Tripp
	8/16 50%	1/16 6%	7/16 44%
Collier''s Class	Cheyanne,Alara,Brid gette,Alivia	Ryker,Brenton,Bray den,Leo,Marlee	Layla,Kambry,Ch loe,Gio,Zoey,Alic

	Far From Proficient	Close to Proficient	Proficient
			e,Dylan,Zade,Jayden
	4/18 22%	5/18 28%	9/18 50%
Entire Grade Level	13/50 26%	9/50 18%	28/50 56%
Our Next Goal:	%	%	%

Solve Real World Addition Problem #7	Far From Proficient (missed the problem)	Close to Proficient (strategy attempted but answer incorrect)	Proficient (solved correctly))
Adams' Class	Gabby,	Noah, Dominic,	Kaden, Kalli, William, Jocylin, Brayden, Brantley, Adri, Ashlyn, Malorie, Claire, Matti, Sarah, Dylan,
	1/16 6%	2/16 13%	13/16 81%
Beam's Class	Lynlee, Adian, Dixie, Brison, Loveta		Emerie, Phoenix, Braxton, Ashton, Jace, Morgan, Tyler, Gemma, McKinley, Tripp, Corbin
	5/16 31%		11/16 69%
Collier's Class	Cheyanne,Chloe,Alice,Alivia	Bridgette	Ryker,Brenton,Layla, Alara,Kambry,Brayden,Gio,Zoey,Leo,Dylan,Marlee,Zade,Jayden
	4/18 22%	1/18 6%	13/18 72%
Entire Grade Level	10/50 20%	3/50 6%	37/50 74%
Our Next Goal:			

Solve Real World Subtraction Problem #8	Far From Proficient (missed the problem) **Interpretation**	Close to Proficient (strategy attempted but answer incorrect)) **Computation**	Proficient (solved correctly))

Adams' Class	Gabby Jocylin,	William, Dominic, Brayden,	Kaden,, Kalli, Noah, Brantley, Adri, Ashlyn, Malorie, Claire, Matti, Sarah, Dylan
	2/16 13%	3/16 19%	11/16 69%
Beam's Class	Emerie, Phoenix, Lynlee, Adian, Morgan, Dixie, McKinley, Corbin, Loveta		Braxton, Ashton, Jace, Tyler, Gemma, Brison, Tripp
	9/16 56%		7/16 44%
Collier's Class	Ryker.Dylan,Alivia,Marlee,Jayden	Brenton,Layla, Cheyanne,Alara,Kambry,Gio,Bridgette,Alice	Chloe,Brayden,Zoey,Leo,Zade
	5/18 28 %	8/18 44%	5/18 28%
Entire Grade Level	16/50 32%	11/50 22%	23/50 46%
Our Next Goal:			

Write numbers in expanded form 9-11	Far From Proficient (missed 2 or 3)	Close to Proficient (missed 1)	Proficient (all correct)
Adams' Class		Gabby Kaden, William, Adri,	Kalli, Noah, Jocylin Dominic, , Brayden,Brantley, Ashlyn, Malorie, Claire, Matti, Sarah, Dylan,
		4/16 25%	12/16 75%
Beam's Class	Phoenix, Lynlee, Adian, Morgan, Dixie, Loveta		Emerie, Braxton, Ashton, Jace, Tyler, Gemma, McKinley, Brison, Tripp, Corbin
	6/16 37%		10/16 63%
Collier Class	Marlee,Alivia,Alice,Chloe	Bridgette,Cheyanne,Brenton,	Jayden,Zade,Dylan,Leo,Zoey,Gio,Brayden,Kambry,Alara,Layla,Ryker
	4/18 22%	3-18 17%	11/18 61%
Entire Grade Level	10/50 20%	7/50 14%	33/50 66%

Our Next Goal:	%	%	%

Data Analysis Protocol

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

- The proficient students had an obvious strategy whether it be using a place value chart, using a marker and whiteboard, and drawing out their problems.

In which area or areas did my students struggle?
- adding and subtracting with regrouping with larger numbers.

Close
Tens and Ones Mat with Base Ten Tools
Three Digit Numbers - First: Numbers 100s, 200s, 300s Next: Numbers through 1,000
Race to 300 - Play this on a place value mat. Roll two cubes to make a 2 digit number.
Add on to get up to 300. (Digit Cards for adapting the game)
Ways to Make a Number (2 & 3 Digits)
Guided Practice 2 times per week
Act It Out Problem Solving - Use small numbers first, apply grade level numbers

Far
If regrouping is a major misconceptions - use unifix cubes
Race to a Flat & Race to Zero
Ways to Make a Number (2 Digits)
Guided Practice 3-4 times per week, prioritized on Fridays

In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

- adding and subtracting with regrouping with larger numbers.   Virtual/low motivation
- Back off of subtraction and focus on addition through thousand for now.
- Algorithms (partial sums/universal)

What is our plan for students who need additional time and support to learn the standards or targets?
- We have set aside Fridays for small group instruction for now.

What is our plan for students who need extension and enrichment?

Proficient
Race to 300, Race to Zero
Add and Subtract within 1,000
Rainbow Problem Solving & Numbers Only Practice

Do these data show we are on track to meet our SMART goal? Why or why not?

Exit Ticket March 16th

Exit Ticket April 2

End of Unit Assessment & Data Spreadsheet Before April 9th if possible

Goal Setting

Data Analysis Protocol - End of Unit

Date: 11/5/2020 U.2-Area and Multiplication Finding/Creating Area with Square Units (1)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper	Stephanie Zayden Auston	Jaxx Conner	Lyla Conner Emrie Paisleigh Addison Kylie Landry Cash Kynzleigh Jazmine Journey Nevaeh Tanner David eris Quincy	Hayden
Hamrick (1) 1/22 % (2) 1/22 % (3) 19/22 % (4) /22 %	Zoey	Charles	Daniel Jeremiah Bailey Allie Jace Lilly Chloe Reece Douglas Trenton Brentley Jordan Ysa Rayne Christopher Jaeden Mackenzie Taylynne Rowdy	
Hosier (1) (2) (3) (4)	Kaylee	Love Brooklyn Faith Audumn	Ridgely Mirra Emilee Serenity Alex Dylan	
Entire Grade Level	/ %	/ %	/ %	/ %

Our Next Goal:	%	%	%	%

Date: 11/5/2020 U.2-Area and Multiplication Finding/Creating Area with Square Units (2)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper		Lyla Emrie	Stephanie Zayden Kylie Cash Kynzleigh Jazmine Auston Journey Tanner David Conner Eris Quincy	Addison Paisleigh Landry Nevaeh Hayden Jaxx
Hamrick (1) /22 % (2) /22 % (3) 21/22 % (4) /22 %			Daniel Jeremiah Bailey Allie Jace Lilly Chloe Zoey Reece Douglas Trenton Brentley Jordan Ysa Rayne Christopher Jaeden Mackenzie Charles Taylynne Rowdy	
Hosier			Love Ridgely Brooklyn Mirra Audumn Serenity Alex Kaylee Dylan	Emilee Faith

Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: 11/5/2020 **U.2-Area and** **Multiplication** Finding/Creating Area with Square Units (3)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper	Zayden	Journey Jaxx Emrie Hayden	Stephanie Paisleigh Addison Kylie Landry Cash Kynzleigh Auston Nevaeh Tanner David Lyla Conner Eris quincy	Jazmine
Hamrick (1) /22 % (2) 4/22 % (3) 17/22 % (4) /22 %		Allie Trenton Christopher Rowdy	Daniel Jeremiah Bailey Jace Lilly Chloe Zoey Reece Douglas Brentley Jordan Ysa Rayne Jaeden Mackenzie Charles Taylynne	
Hosier	Kaylee Mirra	Serenity Audumn Faith Emilee Love	Alex Brooklyn Ridgely Dylan	
Entire Grade Level	/	/	/	/

	%	%	%	%
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Multiple Choice (4)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper	Jazmine Auston David	Stephanie Nevaeh Lyla Hayden Conner	Cash Jaxx Eris Quincy	Zayden Paisleigh Emrie Addison Kylie Landry Kynzleigh Journey Tanner
Hamrick (1) 7/22 % (2) 9/22 % (3) 1/22 % (4) 3/22 %	Jeremiah Reece Douglas Jordan Rayne Jaeden Taylynne	Bailey Jace Lilly Zoey Brentley Trenton Ysa Christopher Rowdy	Charles	Daniel Chloe Mackenzie
Hosier	Brooklyn Faith Alex	Dylan Emilee Audumn	Love Mirra Alex	Ridgely
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Expression Connections (5)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper	Zayden Auston David Quincy	Paisleigh Cash	Addison Kylie Kynzleigh Jazmine Journey Lyla	Stephanie Landry Nevaeh Tanner Conner Emrie

			Jaxx Eris	Hayden Conner
Hamrick (1) /22 % (2) 6/22 % (3) 7/22 % (4) 7/22 %		Daniel Jeremiah Jace Zoey Brentley Charles	Bailey Lilly Trenton Rayne Ysa Christopher Jaeden	Chloe Reece Douglas Jordan Mackenzie Taylynne Rowdy
Hosier		Kaylee Alex Serenity Emilee Mirra Ridgely Love	Faith	Audumn Brooklyn Dylan
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Expression Connections (6)	Far From Proficient (1)	Close to Proficient (2)	Proficient (3)	Beyond Proficient (4)
Cooper	Zayden	Auston David Hayden Eris	Cash Kynzleigh Jazmine Journey	Stephanie Paisleigh Addison Kylie Landry Nevaeh Tanner Lyla Conner Emrie Jaxx Quincy
Hamrick (1) /22 % (2) 6/22 % (3) 9/22 % (4) 5/22 %		Jeremiah Bailey Zoey Brentley Rayne Jaeden	Jace Chloe Lilly Reece Trenton Ysa Charles Mackenzie Rowdy	Daniel Douglas Jordan Christopher Taylynne
Hosier	Emilee	Serenity	Kaylee	Brooklyn

		MIrra Love	Alex Audumn Faith Dylan	Ridgely
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: 11/5/20 U.2-Area and Multiplication **Breaking down rectangles to solve for area (7)**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Cooper	Journey Jaxx Quincy	Stephanie Kylie Landry Kynzleigh Jazmine Auston Neveah David Lyla Conner Emrie Paisleigh Eris	Zayden Cash Tanner	Addison Hayden
Hamrick 　(1) 2/22　　% 　(2) 17/22　　% 　(3) 1/22　　% 　(4) 1/22　　%	Christopher Rowdy	Daniel Jeremiah Bailey Allie Jace Lilly Chloe Reece Douglas Trenton Brentley Jordan Ysa Jaeden Mackenzie Charles Taylynne	Zoey	Rayne
Hosier	Kaylee	Alex Serenity Audumn Faith		

	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
		Emilee Mirra Brooklyn Ridgley Love Dylan		
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Area Word Problems (8)	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Cooper	Auston David Lyla	Kylie Landry Jazmine Jaxx Eris	Zayden Cash Kynzleigh Journey Quincy	Stephanie Paisleigh Addison Nevaeh Tanner Conner Emrie Hayden
Hamrick (1) /22 % (2) 12/22 % (3) 4/22 % (4) 5/22 %		Daniel Allie Jace Zoey Reece Douglas Trenton Ysa Rayne Christopher Jaeden Charles	Bailey Lilly Brentley Rowdy	Jeremiah Chloe Jordan Mackenzie Taylynne
Hosier	Alex Emilee	Kaylee Serenity Audumn Mirra Love Brooklyn Dylan		Faith Ridgely
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Area Word Problems (9)	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Cooper	Kylie Jazmine Auston David Eris Quincy	Cash Kynzleigh	Journey	Stephanie Zayden Paisleigh Addison Landry Nevaeh Tanner Jaxx Conner Hayden
Hamrick (1) 1/22 % (2) 13/22 % (3) 2/22 % (4) 5/22 %	Douglas	Daniel Bailey Allie Jace Chloe Brentley Trenton Jordan Ysa Rayne Christopher Jaeden Rowdy	Charles Taylynne	Jeremiah Lilly Zoey Reece Mackenzie
Hosier	Love Alex	Emilee Faith Serenity Kayee	Brooklyn Mirra	Dylan
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Date: **U.2-Area and Multiplication** Multiplication Expressions (10)	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Cooper		David	Stephanie Zayden Paisleigh Landry Kynzleigh Jazmine Journey Nevaeh Lyla Conner Eris Quincy	Addison Kylie Cash Auston Tanner Jaxx Emrie Hayden

Hamrick
   (1) /22   %
   (2) 4/22   %
   (3) 11/22   %
   (4) 6/22   %
		Allie
		Jace
		Zoey
		Charles
			Bailey
			Lilly
			Reece
			Trenton
			Brentley
			Jordan
			Ysa
			Rayne
			Jaeden
			Taylynne
			Rowdy
				Daniel
				Jeremiah
				Chloe
				Douglas
				Christopher
				Mackenzie

Hosier		Mirra Faith	Ridgely Brooklyn Emilee Audumn	Dylan Alex
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Data Analysis Protocol

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

- Multiplication
- Known Formulas or background knowledge
    - Hands on learning experiences
    - Use of Math Doodles to reinforce the skills
    - use of manipulatives

In which area or areas did my students struggle?

- multiplication of basic facts
- skip counting
- finding volume - understanding what volume is and how to compute volume - using wrong operations

In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

- multiplication needs to be reinforced leading to gaps in the learning new content
- wanted to physically draw boxes to be able to compute the area/volume
- knowledge of perimeter and area and confusion the two
  - Respond by reinforcing the formula established with more practice
  - reinforce on power 5
  - more manipulative practice
  - math doodling
  - more independent practice
  - more participation in conversations
  - Questioning strategies that we use

What is our plan for students who need additional time and support to learn the standards or targets?
- continue instruction
- continue providing additional support and practice
- plan engaging activities
- remediation

What is our plan for students who need extension and enrichment?

- have ready material to take students further in the learning - bigger numbers used, larger 3-d shapes, writing more expression

Do these data show we are on track to meet our SMART goal? Why or why not?

YES - CONTINUE WORKING TOWARDS SMART GOAL

5th ELA Data Analysis Protocol Unit 2 Exam

Question(s): 1, I can use information from two sources to understand a topic

Data Essential Standard Summarize	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 2	Beyond Proficient
Davis' Class	Payton H. Brayden L.	Jayden A. Emma L. Christian N. Ty R. Ares S.	Channing B. Cameron H. Zayden H. Lane K. Brennan L. Callie Sm Liam S. Rodney S. Kyndal V. Jaxxon Z.	
Tagle's Class	Jesse Anthony Trey	Bryce Jayleigh Collin Makayla Sara Caleb Jylian Michael Katie Loudinn Kylee	Levi Destini Kassitey Nathan Travis Allison Carson	
Entire Grade Level	11%	42%	45%	
Our Next Goal:	5%	20%	75%	

Question 2 I can find evidence from a valid source to support understand a topic

Data Essential Standard Summarize	Far From Proficient 0 No Response or No Score	Close to Proficient	Proficient 1	Beyond Proficient
Davis' Class	Jayden channing Payton Zayden Lane Brayden Brennan Christine Liam Rodney		Cameron H Emma Ty Ares Callie Kyndal Jaxxon	

Tagle's Class	Bryce Jayleigh Jesse Collin Destini Kassitey Nathan SAra Travis Caleb Anthony Allison Michael Katie S Loudinn Kylee Carson		Levi Makayla Jylian Trey	
Entire Grade Level	71%		29%	
Our Next Goal:	40%		60%	

Question 3 Draw information from multiple sources

Data **Essential Standard** **Summarize**	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 1	Beyond Proficient
Davis' Class	Channing Emma Brayden Brennan Christine Ty		Jayden Cameron Payton Zayden Lane Ares CAllie spencer Rodney Kyndal Jaxxon	
Tagle's Class	Bryce Kassitey Sara Travis Anthony Trey Katie Carson		Jayleigh Jesse Levi Collin Destini Makayla Nathan Caleb Jylian Allison Michael Loudinn Kylee	

Entire Grade Level	36%		64%	
Our Next Goal:	25%		75%	

Question 4 I can use information from two sources to understand a topic

Data **Essential Standard Summarize**	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 2	Beyond Proficient
Davis' Class	Payton ty	Jayden Channing Cameron Brayden Brennan	Zayden Lane Emma Christine Ares Callie Liam Rodney Kyndal Jaxxon	
Tagle's Class	Bryce Jesse Collin travis Anthony Loudinn	Jayleigh Destini Nathan SAra Caleb Trey Michael Kylee	Levi Kassitey Makayla Jylian Allison Katie Carson	
Entire Grade Level	21%	34%	45%	
Our Next Goal:	5%	20%	75%	

Question 5 I can use information from two sources to understand a topic

Data **Essential Standard Summarize**	Far From Proficient 0 No Response or No Score	Close to Proficient	Proficient 1	Beyond Proficient
Davis' Class	Jayden Channing Zayden Lane Brayden Ty Ares Liam Jaxxon		Cameron Payton emma Brennan Christine Callie Rodney Kyndal	
Tagle's Class	Bryce Jesse		Jayleigh Levi	

	Destini Makayla Sara Trey Loudinn Kylee		Collin Kassitey Nathan Travis Caleb Anthony Jylian Allison Michael Katie Carson	
Entire Grade Level	44%		56%	
Our Next Goal:	25%		75%	

Question 6 I can use information from two sources to understand a topic

Data **Essential Standard** **Summarize**	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 2	Beyond Proficient
Davis' Class	Liam	Payton Zayden Emma Brayden Brennan Ty Callie Kyndal	Jayden channing Cameron Lane Christine Ares Rodney Jaxxon	
Tagle's Class	Jesse Travis Trey Loudinn Kylee CArson	Bryce Jayleigh Collin Destini Nathan ANthony Allison Katie	Levi Kassitey Makayla Sara Caleb Jylian Michael	
Entire Grade Level	18%	42%	39%	
Our Next Goal:	5%	20%	75%	

Question 7 I can find evidence from the text that supports author's opinion

Data **Essential Standard**	Far From Proficient 0	Close to Proficient	Proficient 1	Beyond Proficient

Summarize	No Response or No Score			
Davis' Class	Channing Payton Zayden		Jayden Cameron Lane Emma Brayden Brennan Christine Ty ARes Callie Liam Rodney Kyndal Jaxxon	
Tagle's Class	Collin Travis Anthony Trey Kylee		Bryce Jayleigh Jesse Levi Destini Kassitey Makayla Nathan Sara Caleb Jylian Allison Michael Katie Loudinn Carson	
Entire Grade Level	21%		79%	
Our Next Goal:	10%		90%	

Question 8 I can find evidence from the text that supports author's opinion

Data Essential Standard Summarize	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 2	Beyond Proficient
Davis' Class	Payton Brayden Liam	Jayden Cameron Zayden Lane Brennan Rodney	Channing Emma Christine Ty Ares Callie Kyndal Jaxxon	

Tagle's Class	Anthony Trey Allison Kylee Carson	Bryce Jayleigh Levi Collin Destini Makayla Nathan SAra TRavis Michael Katie Loudinn	Jesse Kassitey Caleb Jylian	
Entire Grade Level	21%	47%	32%	
Our Next Goal:	5%	20%	75%	

Question 9 I can find evidence from the text that supports author's opinion

Data **Essential Standard** **Summarize**	Far From Proficient 0 No Response or No Score	Close to Proficient 1	Proficient 1	Beyond Proficient
Davis' Class	Channing Payton Zayden Lane Brennan Liam Rodney		Jayden Cameron Emma Brayden Christine Ty Ares CAllie Kyndal Jaxxon	
Tagle's Class	Bryce Levi Destini Anthony TRey Michael Loudinn Kylee		Jayleigh Jesse Collin Kassitey Makayla Nathan Sara Travis Caleb Jylian Allison Katie Carson	
Entire Grade Level	39%		61%	
Our Next Goal:	20%		80%	

Question 10 I can find evidence from the text that supports author's opinion

Data Essential Standard Summarize	Far From Proficient 0 No Response or No Score	Close to Proficient .5	Proficient 1	Beyond Proficient
Davis' Class	Channing	Jayden Payton Zayden Lane Brennan Christine Ares Rodney Jaxxon	Cameron Emma Brayden Ty Callie Liam Kyndal	
Tagle's Class	Bryce Jesse Collin Loudinn Kylee Carson	Jayleigh Levi Desitini Kassitey Makayla Sara Anthony Michael Katie	Nathan Travis Caleb Jylian Trey Allison	
Entire Grade Level	18%	47%	35%	
Our Next Goal:	5%	20%	75%	

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results? Davis- Test was read aloud. Stronger readers reread text independently and looked for evidence to support answers. Tagle- Students went back to check their answers.
In which area or areas did my students struggle? Davis - Evaluating valid sources Tagle- Evaluating valid sources
In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next? Evaluating sources

What is our plan for students who need additional time and support to learn the standards or targets? Davis - Tagle-We will be doing research to introduce Historical fiction unit (Holocaust) and can reteach this standard as well as
What is our plan for students who need extension and enrichment? peer pairing, lead small group
Do these data show we are on track to meet our SMART goal? Why or why not? Based on this data we are not on track to meet 75% proficiency. This will need to be reinforced in all subsequent units.

Data Analysis Protocol - <mark>End of Unit - Fractions as Quotients</mark>

December **Whole Number Computation**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James' Class			Emma LaFontane Ares Sisco Ty Ratliff Payton Harper	Thomas Slavens Jaxxon Zuck Jayden Alverson Zayden Holbert Cameron Hamilton Llam Spencer Callie Smith Christine Neal Lane Kats Brennan Lopez Brayden Long Rodney Stiles Channing Bailey Kyndal Velosky
Strunk's Class		Collin Bryce Trey Carson	Travis Anthony Sara Jayleigh Jessie Jylian	Michael Louidenn Allison Caleb Kassitey Katie Destini Kylee Levi Makayla Nathan
Entire Grade Level	0/39 0%	4/39 10%	10/39 26%	25/39 64%
Our Next Goal:	%	%	%	%

December **Numerator/Denominator**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class	Kyndal Velosky	Jaxxon Zuck		Tomas Slavens Jayden Alverson Emma LaFontane Ares Sisco Zayden Holbert Ty Ratliff Cameron Hamilton Liam Spencer Callie Smith Christine Neal Lane Kats Brennan Lopez Rodney Stiles Brayden Long Channing Bailey Payton Harper

Strunk's Class				Louidnn Collin Travis Allison Bryce Anthony Caleb Kassitey Katie Kylee Makayla Trey Sara Jesse Jayleigh Nathan Carson Jylian Levi Michael Destini
Entire Grade Level	1/39 3%	1/39 3%	0/39 %	37/39 95%
Our Next Goal:	%	%	%	%

December **Fraction Computation**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class		Channing Bailey Rodney Stiles Ares Sisco Zayden Holbert Ty Ratliff Lane Kats Brennan Lopez Thomas Slavens Jaxxon Zuck Jayden Alverson Emma LaFontane		Payton Harper Brayden Long Cameron Hamilton Liam Spencer Callie Smith Christine Neal Kyndal Velosky
Strunk's Class	Jayleigh Bryce Kylee Sara Nathan Carson	Destini Makayla Louidnn Collin Travis Anthony Katie Trey Jesse		Allison Caleb Kassitey Jylian Levi Michael
Entire Grade Level	6/39 15%	20/39 51%	0/39 0%	13/39 33%
Our Next Goal:	%	%	%	%

December **Equal Parts**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class	Ty Ratliff	Jaxxon Zuck Jayden Alverson	Zayden Holbert Brayden Long Channing Bailey Kyndal Velsoky Thomas Slavens Ares Sisco	Cameron Hamilton Callie Smith Brennan Lopez Rodney Stiles Payton Harper Emma LaFontane
Strunk's Class		Levi Caleb Makayla Trey Jayleigh Nathan	Travis	Michael Jylian Carson Louidnn Collin Allison Bryce Anthony Kassitey Katie Kylee Sara Jesse Destini
Entire Grade Level	1/36 3%	8/36 22%	7/36 19%	20/36 56%
Our Next Goal:	%	%	%	%

December **Construct/Interpret Models**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class		Jayden Alverson	Payton Harper Jaxxon zuck Ty Ratliff Liam Spencer Christine Neal Lane Kats Brayden Long	Thomas Slavens Emma LaFontane Ares Sisco Zayden Holbert Cameron Hamilton Callie Smith Brennan Lopez Rodney Stiles Channing Bailey Kyndal Velosky
Strunk's Class	Louidnn Travis Bryce		Collin Caleb Levi	Michael Nathan Allison

				Kassitey Katie Kylee Makayla Jesse Carson Jylian Sara Jayleigh
Entire Grade Level	6/39 15%	1/39 3%	10/39 26%	22/39 56%
Our Next Goal:	%	%	%	%

December **A/b=a divided by b**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class		Jayden Alverson Jaxxon Zuck Ty Ratliff	Kyndal Velosky Channing Bailey Lane Kats Christine Neal Emma LaFontane Ares Sisco Zayden Holbert Liam Spencer Brayden Long	Payton Harper Thomas Slavens Cameron Hamilton Callie Smith Brennan Lopez
Strunk's Class	Louidnn Collin Bryce Anthony Makayla Trey Jayleigh Carson Jylian Destini	Nathan Sara Jesse	Travis Caleb Levi	Allison Kassitey Katie Kylee Michael
Entire Grade Level	10/38 26%	6/38 16%	12/38 32%	10/38 26%
Our Next Goal:	%	%	%	%

December **Building Fractions**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class				
Strunk's Class	Nathan Louidnn	Michael Bryce Makayla	Travis Caleb	Allison Kassitey Kylee

	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
	Collin Anthony Katie Trey Jayleigh Jylian Levi Destini	Sara Jesse		Carson
Entire Grade Level	10/39 26%	7/39 18%	2/39 5%	20/39 51%
Our Next Goal:	%	%	%	%

December Reducing/Simplifying Fractions	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class		Ty Ratliff Llam Spencer		Thomas Slavens Jaxxon Zuck Emma LaFontane Jayden Alverson Zayden Holbert Ares Sisco Cameron Hamilton Callie Smith Christine Neal Lane Kats Brennan Lopez Brayden Long Rodney Stiles Channing Bailey Payton Harper Kyndal Velosky
Strunk's Class	Bryce	Anthony Trey Jayliegh	Louidnn Travis Sara Destini	Michael Collin Jylian Allison Caleb Kassitey Katie Kylee Makayla Jesse Nathan Carson Levi
Entire Grade Level	1/39 3%	4/39 10%	4/39 10%	30/39 77%
Our Next Goal:	%	%	%	%

December **Conversion of Improper to a Mixed Number**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class		Brayden Long		Thomas Slavens Jaxxon Zuck Emma LaFontane Jayden Alverson Zayden Holbert Ares Sisco Cameron Hamilton Callie Smith Christine Neal Lane Kats Brennan Lopez Rodney Stiles Channing Bailey Payton Harper Kyndal Velosky Liam Spencer Ty Ratliff
Strunk's Class	Sara Destini	Michael Jesse Louidnn Bryce Anthony	Nathan Travis Kylee Makayla Trey Jayleigh	Collin Allison Caleb Carson Kassitey Katie Jylian Levi
Entire Grade Level	3/39 8%	7/39 18%	14/39 36%	15/39 38%
Our Next Goal:	%	%	%	%

December **Dividing Fractions**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class	Zayden Holbert	Ty Ratliff Channing Bailey	Thomas Slavens Ares Sisco Liam Spencer Callie Smith Lane Kats Brennan Lopez Brayden Long Kyndal Velosky	Jaxxon Zuck Jayden Alverson Emma LaFontane Cameron Hamilton Christine Neal Rodney Stiles Payton Harper
Strunk's Class	Anthony Trey Sara Jesse Carson	Levi Nathan Louidnn Travis Bryce Destini	Jylian Collin Caleb Kassitey Katie Kylee Makayla Jayleigh	Allison Michael
Entire Grade Level	6/39	12/39	17/39	4/39

	15%	31%	44%	10%
Our Next Goal:	%	%	%	%

December **Multiplying Fractions**	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
James's Class	Ares Sisco	Payton Harper Thomas Slavens Callie Smith Lane Kats Rodney Stiles Channing Bailey	Kyndal Velosky Brayden Long Jaxxon Zuck Jayden Alverson Emma LaFontane Zayden Holbert Ty Ratliff Christine Neal Brennan Lopez	Cameron Hamilton Llam Spencer
Strunk's Class	Anthony Trey Sara Jesse Carson Levi Destini	Jayleigh Kylee Katie Kassitey Caleb Louidnn Collin Travis Bryce Nathan	Jylian Makayla	Allison Michael
Entire Grade Level	/ %	/ %	/ %	/ %
Our Next Goal:	%	%	%	%

Data Analysis Protocol

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

- Whole Number computations
- Use of models
- identifying numerator/denominator, part to whole
- were able to identify equal sharing with given information
- simplifying fractions were ½ and ½
    - Use of Math Doodles to reinforce/teach the skills
    - real world problems to make concrete
    - modeling
    - direct instructions

In which area or areas did my students struggle? ● writing equations ● simplifying

In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?
 	
● writing equations
● precision to detail on questions
● simplifying/reducing - need additional instruction/practice
    ○ Respond by reinforcing the skills established with more practice
    ○ reinforce on power 5
    ○ through number talks
    ○ more independent practice
    ○ more participation in conversations
    ○ Questioning strategies that we use

What is our plan for students who need additional time and support to learn the standards or targets? ● continue instruction - reinforce the first 2 weeks back after break ● continue providing additional support and practice ● plan engaging activities ● remediation ● creating their own problems for others to solve ● through games
What is our plan for students who need extension and enrichment? ● have ready material to take students further in the learning - bigger numbers used,
Do these data show we are on track to meet our SMART goal? Why or why not? YES - CONTINUE WORKING TOWARDS SMART GOAL

Data Analysis Protocol: 6th Grade Unit1: Energy (Summative)

Target 1	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Davis's Class			Joseph	Natalie Liberty Christopher Tara Matthew Walker Keslyn Toby Tommy Marin Jake Annabelle Mikenna Emma Brayden Wyatt Malia Elijah Ashton Samuel Shelc Abby
James's Class		Cameron	Blayne Blayden Connor Lucas John James Ayden Kaylie	Isaac Jadyn Michaelyn Evan Serria Kamryn Ashlyn Jessie Eva Coty Teddy Rachel Malachi Ayden Katie Macy

Target 2	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Davis' Class		Malia	Natalie Christopher Tara Keslyn Annabelle Mikenna	Liberty Matthew Walker Toby Tommy Marin

			Emma Wyatt Elijah Samuel	Jake Brayden Joseph Ashton Shelc Abby
James' Class		Blayden Jadyn Lucas Eva	Serria James Cameron Ayden	Blayne Isaac Connor Michaelyn Evan Kamryn Ashlyn Jessie John Coty Teddy Rachel Malachi Katie Kaylie Macy

Target 3	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient
Davis' Class	Christopher Walker Jake Abby	Tommy Marin Annabelle Brayden Wyatt Malia Samuel	Natalie Liberty Tara Matthew Toby Mikenna Joseph Elijah Ashton	Keslyn Emma Shelc
James' Class	Blayden Lucas Eva Cameron Ayden	Blayne Isaac Jadyn Serria James Kaylie	Connor Evan Kamryn Ashlyn Jessie Coty Teddy Rachel Malachi Katie	Macy

Target 4	Far From Proficient	Close to Proficient	Proficient	Beyond Proficient

| Davis' Class | Walker | Emma
Joseph
Shelc
Abby | Natalie
Christopher
Matthew
Tommy
Jake
Annabelle
Mikenna
Brayden
Wyatt
Malia
Elijah
Ashton
Samuel | Liberty
Tara
Keslyn
Toby
Marin |
| James' Class | Blayden
Kaylie | Blayne
Serria
Kamryn
Lucas
Teddy
Malachi
Macy | Isaac
Jadyn
Ashlyn
Jessie
John
Coty
Cameron
Ayden
Katie | Connor
Michaelyn
Evan
Eva
Rachel |

Data Analysis Protocol

What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results? Proficient students were able to fully articulate and describe their answers fully. Especially in regards to the Venn Diagram, students need to practice listing all acceptable answers instead of just one characteristic. In the non-fiction portion of the assessment, students proficient students were able use the text features to help them describe the difference between a producer and consumer, and identify one reason that a food web would give more information than a food chain.
In which area or areas did my students struggle? Students struggled with non-fiction text. Specifically, they struggled with the question about the picture caption. Quite a few students do not understand what a caption is and/or the difference between a picture, map, and a diagram. Many students also struggled to complete the T-chart. Many only listed 3-4 facts instead of 5 in each category. Students also listed the same information in a different form. Example: 1. Waterspouts form over water 2. Waterspouts do not form over land
In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next? I am going to partner with Mrs. Davis and we will both review captions. I will also have the students compare and contrast information that can be found in a labeled diagram, captioned picture, and a map with a key. I am going to review how text features and diagrams can give information. My students need to continue to practice this skill. At least once a week, I will give my students an opportunity to practice this skill. I will also allow students more opportunities to complete a T-chart. I have not given them a lot of opportunities before this point. They seem to understand how to find the information at a proficient level, but my hope is to push more of my students up into the the beyond level of understanding.

What is our plan for students who need additional time and support to learn the standards or targets?

As stated, I will be implementing weekly (or more) activities in which students will become more familiar with the use of captions in a nonfiction text, and how to complete a T-Chart that can be considered "beyond" level.

What is our plan for students who need extension and enrichment?

I will have students formulate a quiz or question based off of the graphs presented. I will have Beyond students explain to other students how to find and read a caption, or how they can use text features or use a text to complete a T-Chart.