

School: FMS
Content Area: ELA
Grade Level: 8
Unit: 1

What did we learn from the formative assessments?
Beginning refresher of plot and how it impacts storyline with a less difficult text to determine who needs some basic remediation prior to beginning more difficult texts

SMART Goal(s)
80% of students will Meet or Exceed based on our determination that an 80% or higher have demonstrated mastery of the skill.
Essential Standard(s)
RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.
Supporting Standard(s)

Formative Assessment #1 Data

Assessment Results	Number of students	What do we see when looking at the Data?
Does Not Meet	7 (MP) 7 (PA) 3(RS)	they need remediation to refresh basics of plot development
Approaches	11 (MP) 6 (PA) 13(RS)	they need remediation to refresh basics of plot development; some understanding is demonstrated
Meets	10 (MP) 21 (PA) 10(RS)	Have demonstrated a good grasp on basic plot development but have room for growth which will be addressed with the next text
Exceeds	6 (MP) 11(PA) 8(RS)	Capable of assisting students who are not understanding; capable of modeling thinking while we read and discuss in class

Which students did not master the essential standard being assessed?
Brahnan, KeShawn, Dunesika, Alexis, Madyson, Cash, Raquel (MP) Laura-Bell, Teshawn, Terrance, Tyrese, Itzel, Nnedria, Ryan (PA) Zaniah, Larry, Caden (RS)

How will we provide extra time and support for unlearned skills? What steps will we take to reteach content? How will we check for success?
Tutoring to discuss questions from quiz and answer choices; revisit cornell notes to determine if students were comprehending and noting key events as we read and discussed; model more annotating/ close reading strategies

Which students demonstrated mastery on the skills being assessed?
See grade chart for specific names- anyone with an 80% or higher we determined to have shown mastery on this assessment

How will we support these learners in need of enrichment?
We have scaffolded cornell notes for the next text by providing a few questions to get students started and having them develop their own based on what they determine to be important

Do we need to make any edits to this formative assessment?
Not based on the data

Which instructional strategies proved effective? Do any strategies need to be adjusted?
Cornell notes; class discussion; plot diagram; close reading/ annotating text Scaffolding helped struggling students. I reminded them of key elements and helped them begin by finding a way to answer with words from the question.

Formative Assessment #2 Data

SMART Goal(s)
80% of students will Meet or Exceed based on our determination that an 80% or higher have demonstrated mastery of the skill.
Essential Standard(s)
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
Supporting Standard(s)
5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Assessment Results	Number of students	What do we see when looking at the Data?
Does Not Meet	15 (RS) 4(PA) 3(MP)	These students need to be refreshed on how to write an ACE response and on what the prompt was asking for.; missing more than one component
Approaches	11 (RS) 5(PA)	These students understood parts of the prompt and how to write an ACE, but they did not pursue deeper thinking.
Meets	5 (RS) 9(PA) 16 (MP)	These students understood the prompt and how to write an ACE, but they did not pursue deeper thinking.
Exceeds	0 (RS) 19(PA) 18 (MP)	These students demonstrated an understanding of the ACE strategy to answer questions which will be able to be applied to TDA writing as we transition into that later in the units.

Which students did not master the essential standard being assessed?
Darryl, Richard, Kathryn, Gabriel, Destinee, I'Jaya, Zaniah, Larry, Jessiah, Joshua, D. Anthony, Talon, Caden, Seanjohn, Alex (RS); Teshawn Furtick, Samantha Seebay, Ty'Rese Williams, Malaki Dominguez (PA); Chris Booth, Timothy Taylor, Samuel Gray (MP)

How will we provide extra time and support for unlearned skills? What steps will we take to reteach content? How will we check for success?
Tutoring, revisiting ACE format and expectations, modeling good ACE responses and teaching inferencing. This skills will be practiced multiple times each nine weeks.

Which students demonstrated mastery on the skills being assessed?
See charts; students who scored a 3 or above achieved mastery.

How will we support these learners in need of enrichment?
We will push these students to expand their analytical portion of their responses. We will model deeper thinking and help them demonstrate implicit understanding.

Do we need to make any edits to this formative assessment?
Yes; question probably needs to be reworded or an alternative ACE prompt may need to be written.

Which instructional strategies proved effective? Do any strategies need to be adjusted?
Shearer/ Pearce/ Agosin: need to do more modeling of effective ACEs and teaching inferencing/reading between the lines and clarifying expectations. Agosin/ Pearce/ Shearer: Scaffolding for struggling students. Reminded them of key points and helped them begin by finding a way to answer with words from the question.

Formative Assessment #3 Data

SMART Goal(s)
80% of students will Meet or Exceed based on our determination that 80% or higher have demonstrated mastery of the skill.
Essential Standard(s)
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
Supporting Standard(s)
5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Assessment Results	Number of students	What do we see when looking at the Data?
Does Not Meet	3 (MP) 3 (PA) 0 (RS)	These students need to be refreshed on how to write an ACE response and on what the prompt was asking for.; missing more than one component
Approaches	6 (MP) 5(PA) 10 (RS)	These students understood parts of the prompt and how to write an ACE, but they did not pursue deeper thinking.
Meets	18 (MP) 8 (PA) 15 (RS)	These students understood the prompt and how to write an ACE, but they did not pursue deeper thinking.
Exceeds	10 (MP) 19 (PA) 10 (RS)	These students demonstrated an understanding of the ACE strategy to answer questions which will be able to be applied to TDA writing as we transition into that later in the units.

Which students did not master the essential standard being assessed?

Cash, Samuel, KeShawn (MP)

How will we provide extra time and support for unlearned skills? What steps will we take to reteach content? How will we check for success?

Tutoring, revisiting ACE format and expectations, modeling good ACE responses and teaching inferencing. This skills will be practiced multiple times each nine weeks.

Which students demonstrated mastery on the skills being assessed?

See Chart, ACE required compare/ contrast so depending what was omitted from their response determined the category we placed them in

How will we support these learners in need of enrichment?

We will push these students to expand their analytical portion of their responses. We will model deeper thinking and help them demontsarte implicit understanding.

Do we need to make any edits to this formative assessment?

Having to compare and contrast in one response was difficult for many students. No edits- just prior to completing next time, we will be sure to outline what is expected

Which instructional strategies proved effective? Do any strategies need to be adjusted?

Annotations, close-reading. No strategies need to be adjusted.

Summative Assessment Data

Assessment Results	Number of students	What do we see when looking at the Data?
Does Not Meet	14 (PA) 11 (MP) 10 (RS)	These students did not demonstrate mastery of unit 1 ELA skills need a lot of reteaching during tutoring.
Approaches	13 (PA) 7 (MP) 3 (RS)	These students demonstrate partial understanding of unit 1 ELA skills but need some remediation.
Meets	12 (PA) 12 (MP) 12 (RS)	These students demonstrate understanding of unit 1 ELA skills with a couple areas needing extra work.
Exceeds	6 (PA) 5 (MP) 6 (RS)	These students demonstrate complete mastery of unit 1 ELA skills.

Which students did not master essential standards? Was there an essential standard that had a lower level of mastery than others?

Belle, Brahnan, Brooklyn, Keshawn, Duneska, Allison, Alexis, Chloe, Cash, Samuel, Kaitlyn (MP) Omega, Caleb, Anushka, Haley, Jessiah, Larry, Zaniah, I'Jaya, Des

How will we provide extra time and support for unlearned skills? What steps will we take to re-teach content? How will we check for success?

We will pull students to go through the test and analyze what was missed and try to determine the reasoning with students. Based on these discussions, we will know where to begin with mini-lessons for tutoring.

Which students mastered the skills?

See chart.

How will we support these learners in need of enrichment?

We always expect students to show deeper understanding and analytical thinking in journal responses. The students with higher skills will be pushed further to extend thinking. Some peer tutoring options as well.

Do we need to make any edits to the Summative assessment?

We edited the old CFA to meet the needs of the standards as well as our students. Vocabulary continues to be a concern.

Which instructional strategies proved effective? Do any strategies need to be adjusted?

We will need to continue working with students to determine meanings of unfamiliar words using context clues. Annotating, close reading, eliminating answers all seemed to be effective. Taking their time to truly read and think is invaluable.