

Kindergarten Grade CFA Data 2021-2022 (Mid-Year)

SMART GOAL: Kindergarten's SMART GOAL is 90% of students will name all of their upper/lower case letters and sounds.

CFA	% met	% not met	Reteach strategies	Post Reteach test #met/# not met
Upper Case Letter Names	67%	33%	Songs, letter flashcards, letter games/puzzles	We will be giving a post test the week of March 7th-11th
Lower Case Letter Names	53%	47%	Songs, letter flashcards, letter games/puzzles	We will be giving a post test the week of March 7th-11th
Lower Case Letter Sounds	49%	51%	Songs, letter flashcards, I sound games	We will be giving a post test the week of March 7th-11th

Student: _____

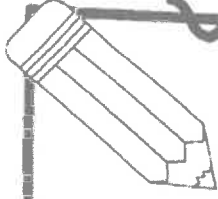
Letter ID:

B	T	L	Y	S	P	K	A	X
M	J	N	C	R	F	U	D	W
Q	I	V	H	G	E	Z	O	

d	j	p	e	x	a	n	o	i
u	g	c	h	z	t	m	r	q
b	f	y	w	k	s	v	l	


Sound ID:

d	j	p	e	x	a	n	o	i
u	g	c	h	z	t	m	r	q
b	f	y	w	k	s	v	l	



Chaparral 1st Grade Reading: Phonics and Word Recognition Data 2021-2022 (Beg -Year)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 1st grade students will demonstrate mastery on all Phonics and Word Recognition skills.

Phonics and Word Recognition Skills	% Met (80-100%)	% Approaching (69-79%)	% Not Met (Beg. 0-59%)	Reteach strategies
<p style="text-align: center;">AZ.ELA.1.RF.3</p> <p>Know and apply phonics and word analysis skills in decoding one-syllable words.</p>	9%	36%	53%	<p>Focus students' attention on recognizing and manipulating the onsets and rimes (Word Families) by having students segment familiar one-syllable words into their onsets and rimes and manipulate the onsets or rimes to create new words.</p>
<p style="text-align: center;">AZ.ELA.1.RF.3.a</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>	9%	36%	53%	<p>Use Elkonin sound boxes to build words with specific sound-spelling patterns. Each distinct and recognizable sound should have its own sound box; common consonant digraphs.</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">AZ.ELA.1.RF.3.b</p> <p>Decode regularly spelled one-syllable words.</p>	9%	36%	53%	<p>Use a pocket chart with letter tiles, magnetic letters, or an Elkonin sound box. Space the letters out initially, and then move the tiles together as you read the word. Students can follow along with tiles on their desks.</p>
<p style="text-align: center;">AZ.ELA.1.RF.3.c</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	9%	28%	61%	<p>Have students use different colored highlighters or crayons to break apart words by syllables, pointing out that each syllable has a vowel within it.</p>

AZ.ELA.1.RF.3.d Recognize and apply six syllable types when decoding grade level texts.	9%	25%	65%	Teachers can instruct students to identify syllable patterns with the following steps: 1. Find the vowels in the word. 2. Underneath each vowel, place a dot or a small v. 3. Identify the syllable pattern
AZ.ELA.1.RF.3.e Read words with inflectional endings.	9%	21%	59%	Have students practice building and modifying words by adding suffixes to words in an exercise that expands on the earlier work with Elkonin sound boxes.
AZ.ELA.1.RF.3.f Recognize and read grade-appropriate irregularly spelled words.	9%	40%	50%	Select a small number of high-frequency words that students have just encountered in a text. Read a word aloud, and then ask a student to point to the word in the text, spell the word, and repeat the word aloud.

Student	AZ.ELA.1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable words.	AZ.ELA.1.RF.3.a Know the spelling-sound correspondences for common consonant diagraphs.	AZ.ELA.1.RF.3.b Decode regularly spelled one-syllable words.	AZ.ELA.1.RF.3.c Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	AZ.ELA.1.RF.3.d Recognize and apply six syllable types when decoding grade level texts	AZ.ELA.1.RF.3.e Read words with inflectional endings.	AZ.ELA.1.RF.3.f Recognize and read grade-appropriate irregularly spelled words.
1	48	48	47	41	38	34	53
2	70	70	69	67	65	61	74
3	98	98	98	98	98	98	98
4	61	60	60	56	53	49	65
5	70	70	69	67	65	61	74
6	54	57	55	54	53	52	54
7	55	54	54	48	45	41	59
8	69	72	70	69	68	67	69
9	99	99	99	99	99	98	99
10	12	13	12	12	11	11	12

11	69	69	68	66	63	60	74
12	39	42	40	38	38	37	39
13	24	23	23	16	15	13	26
14	40	43	41	39	39	38	40
15	70	70	69	68	65	61	75
16	70	70	69	67	64	60	74
17	88	89	89	88	88	87	88
18	52	52	51	45	42	38	56
19	70	70	69	67	65	61	74
20	47	46	46	39	36	33	51
21	70	69	69	67	64	60	74
22	64	67	65	63	63	62	64
23	49	48	48	42	39	35	53
24	61	63	62	60	59	58	60
25	55	55	54	49	46	42	60
26	50	53	51	49	48	47	49
27	36	36	35	28	25	22	40
28	47	46	46	39	36	32	51
29	69	68	68	66	63	59	73
30	97	97	97	97	97	96	97
31	20	22	21	20	19	19	20
32	64	63	62	59	56	52	68
33	68	67	67	64	61	57	72
34	64	64	63	60	57	53	69
35	35	38	36	34	34	33	35
36	33	32	32	24	22	20	36
37	53	53	52	47	44	40	58
38	62	61	60	57	54	50	66
39	42	41	41	34	31	28	46
40	91	92	92	91	91	91	91
41	59	58	57	53	50	46	63
42	39	38	38	30	28	25	42
43	68	68	67	65	62	58	73
44	35	34	34	27	24	21	39
45	26	26	26	18	17	15	29
46	24	24	24	17	15	13	27
47	45	45	44	38	35	31	50
48	30	30	30	22	20	17	34

Chaparral 1st Grade Math Essential Standard (Mid -Year)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 1st grade students will demonstrate mastery on being able to fluently add and subtract within 10.

Essential Standard	% Met (80- 100%)	% Approaching (69-79%)	% Not Met (Beg. 0-59%)	Reteach strategies
AZ.Math.1.OA.C.6 Fluently add and Subtract within 10. (Pretest)	3%	31%	64%	<ul style="list-style-type: none"> • Utilize district pacing guide to teach the lessons provided. • Pull small groups to focus on: * <ul style="list-style-type: none"> - Addition: <ul style="list-style-type: none"> ▪ Counting On- One-more-than/Two-more than (Vol. 1 pg. 99-100 Vol. 2 pg. 79-80) ▪ Doubles (Vol. 1 pg. 101 Vol. 2 pg. 80-81) - Subtraction: <ul style="list-style-type: none"> ▪ Build Up Through Ten (Vol. 1 pg. 108 Vol. 2 pg. 85-86) ▪ Back Down Through Ten (Vol. 1 pg. 109 Vol. 2 pg. 85-86)
AZ.Math.1.OA.C.6 Fluently add and Subtract within 10. (Progress Monitoring)	5%	47%	46%	<ul style="list-style-type: none"> • Making 10 and Decomposing a number $8 + 7 =$ $(8 + 2) + 5 = 10 + 5 = 15$ • Creating an easier number $8 + 7 =$

				$(7 + 7) + 1 = 15$ <ul style="list-style-type: none"> Decomposing the Numbers when You Subtract $14 - 6 =$ $(14 - 4) - 2$ $10 - 2 =$ Relationship Between Addition and Subtraction $6 + 8 = 14$ so, $14 - 6 = 8$
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*Van de Walle Book

Student	Pretest	Progress Monitoring
1	60	74
2	59	65
3	80	90
4	62	73
5	38	43
6	85	92
7	30	38
8	78	85
9	65	76
10	59	67
11	57	65
12	11	14
13	60	66
14	50	57
15	57	62
16	63	76
17	55	60
18	29	36
19	45	51
20	0	6
21	55	62
22	66	78
23	50	57

24	0	10
25	35	42
26	15	24
27	0	10
28	52	60
29	32	41
30	5	16
31	60	64
32	40	54
33	42	51
34	44	50
35	65	71
36	60	76
37	60	65
38	22	35
39	65	73
40	55	62
41	38	47
42	32	44
43	66	76
44	9	20
45	42	53
46	65	72
47	62	78
48	47	55
49	63	77
50	60	66
51	41	53

2nd Grade Math CFA Data 2021-2022

SMART GOAL: 2nd Grade SMART GOAL is 80% of students will meet the standard **2.NBT.A.1** (Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) as assessed in Common Formative Assessments.

*Second Grade flexes students during intervention based on STAR data.

- Two groups focused on 1.NBT.B.2 (Moore/Avalos) - reteach
- One group focused on 4.NBT.A.1 (Rojas) - enrichment

CFA	Pre-test (% Proficient)	Reteach strategies	Post Reteach test (% Proficiency)
1.NBT.B.2	38% - Moore 52% - Avalos 45% - combined average	<ul style="list-style-type: none"> • Break 23 into tens and ones. § 23 = 2 tens, 3 ones • Represent 2 tens and 3 ones as a number. § 2 tens, 3 ones = 23 § How many tens in 23? § How many ones in 23? 	69% - Moore (31% growth) 79% - Avalos (27% growth) 74% - combined average (29% growth)

Rojas - 4.NBT.A.1	0%	<ul style="list-style-type: none">• Place value mats• Bundling and Trading up to 10,000th place• Expanded Form	78%
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Chaparral 2nd Grade Reading Essential Standard (Beg -Year)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 2nd grade students will demonstrate mastery on all Fluency Standards by the end of the year.

Essential Standard	% Met (80- 100%)	% Approaching (69-79%)	% Not Met (Beg. 0- 59%)	Reteach strategies
AZ.ELA.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	19%	22%	57%	Utilizing the RAZ Plus program to assign at level text/literature with comprehension questions.
AZ.ELA.2.RF.4.a Read on-level text with purpose and understanding.	24%	19%	55%	Small Group Intervention: - Utilizing the Jan Richardson books and resources to support reading on-level text.
AZ.ELA.2.RF.4.b Read on level test orally with accuracy, appropriate rate, and expression on successive readings.	19%	22%	57%	Progress monitoring students utilizing the RAZ Plus Fluency timed tests.
AZ.ELA.2.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	18%	19%	62%	Small Group Intervention: - Utilizing the Jan Richardson books and resources to support reading on-level text.

Student	AZ.ELA.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	AZ.ELA.2.RF.4.a Read on-level text with purpose and understanding.	AZ.ELA.2.RF.4.b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.	AZ.ELA.2.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	82	83	83	81
2	66	67	67	65
3	55	56	55	53
4	34	35	34	32
5	37	38	38	36
6	13	13	13	12
7	41	42	41	40
8	83	84	84	82
9	27	28	27	26
10	60	61	61	58
11	46	47	47	44
12	38	39	38	37
13	37	38	37	36
14	82	82	82	81
15	11	11	11	10
16	79	80	79	78
17	78	79	78	76
18	60	61	60	59
19	18	18	18	17
20	48	49	49	47
21	11	12	11	10
22	80	81	80	79
23	55	56	56	54
24	1	1	1	1
25	32	33	33	31
26	65	66	65	63

27	78	79	79	77
28	76	77	76	75
29	97	97	97	96
30	51	52	51	50
31	59	60	59	58
32	87	88	87	86
33	58	59	58	57
34	38	38	38	36
35	33	34	33	32
36	55	56	55	54
37	28	29	29	27
38	95	95	95	94
39	39	40	39	37
40	86	86	86	85
41	60	61	60	59
42	95	96	96	95
43	98	98	98	97
44	76	77	77	75
45	55	56	55	54
46	55	56	56	53
47	33	34	34	32
48	79	80	79	77
49	35	36	35	34
50	79	80	79	78
51	85	85	85	84
52	25	26	25	24
53	41	42	41	39
54	77	78	77	75
55	78	79	78	77
56	28	29	28	26
57	84	85	84	83
58	27	27	27	26

59	54	55	54	52
60	46	47	47	45
61	45	46	46	43

Chaparral 3rd Grade Reading: Key Ideas & Details standards with Informational Text Data
2021-2022 (Mid -Year)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 3rd grade students will demonstrate mastery on all Key Ideas and Details skills with Informational Text.

	% Met (80- 100%)	% Approaching (69-79%)	% Not Met (Beg. 0-59%)	Reteach strategies
<p>AZ.ELA.3.RI.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring, explicitly to the text as basis for the answers.</p>	52%	5%	41%	<p>*QAR.</p> <p>1. Right There --Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question</p> <p>2. Think and Search --Ask a question that may be answered by looking in more than one location of the text.</p> <p>3. Author and Me--Pose a question that requires "reading" the text and using knowledge that is in your head.</p> <p>4. On My Own--Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions</p>
<p>AZ.ELA.3.RI.2</p> <p>Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p>	37%	19%	41%	<p>FCCR – Comprehension – Keys to main Idea</p>
<p>AZ.ELA.3.RI.3</p>	37%	17%	45%	<p>After reading a historical selection have students list three to five key events on separate note cards, referring to the text. A</p>

<p>Describe the relationship between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.</p>			<p>student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</p> <p>This could also be done with a science experiment. Students can record the steps from a procedure or other sequential event on separate cards. They then exchange with a different group who then decides the proper order. When called on, the group will stand and show their cards in sequential order. They will defend their reasoning for the order.</p>
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* QAR is a cognitive strategy that can also be applied to traditional text in an anthology or a chapter in a textbook in other content areas. This strategy is especially useful when students are asked to read something and answer questions about it. Teachers model the four types of questions: Right There, Think and Search, Author and Me, and On My Own (Raphael & Au, 2005).

Student	AZ.ELA.1.RI.1 Ask and answer questions to demonstrate understanding of a text, referring, explicitly to the text as basis for the answers.	AZ.ELA.1.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	AZ.ELA.1.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.
1	99	97	96
2	98	95	94
3	94	89	87
4	97	93	92
5	91	84	82
6	73	62	58
7	97	94	93
8	94	88	87
9	94	89	87
10	40	31	28
11	9	7	6
12	11	8	7
13	89	82	80
14	98	95	95
15	95	90	89
16	94	90	88
17	20	14	13
18	97	93	93
19	86	78	75
20	83	73	70
21	93	88	86
22	74	63	60
23	65	54	50
24	29	21	19
25	9	6	5
26	48	38	34
27	19	14	12
28	83	74	71
29	97	93	92
30	91	84	82

31	85	76	73
32	53	42	38
33	92	85	83
34	1	1	1
35	94	89	88
36	84	74	71
37	12	9	8
38	35	26	23
39	56	45	41
40	90	83	81
41	26	19	17
42	55	44	40
43	39	30	26
44	10	7	6
45	80	70	66
46	19	14	12
47	84	75	72
48	18	14	12
49	8	6	5
50	80	69	66
51	26	20	17

4th Grade ELA CFA Data 2021-2022 (Mid - Year)

SMART GOAL: 4th Grade SMART GOAL is 80% of students will meet the following essential reading standards as assessed in Common Formative Assessments.

CFA	% met with 70% score or higher	% not met	Reteach strategies	Post Reteach test #met/# not met
4.RI.9	10%	90%	<ul style="list-style-type: none"> • Reteach with new content • Reteach question types • Academic Vocabulary • Small group 	<p>74% Meets</p> <p>26% Did Not Meet</p>
4.RI.2	28%	72 %	<ul style="list-style-type: none"> • Graphic Organizers. • Annotating Example Text • Class game: Jeopardy • Task Cards in small group & Partners 	<p>77 % Meets</p> <p>23% Did Not Meet</p>

4th Grade Math CFA Data 2021-2022 (Mid - Year)

SMART GOAL: 4th Grade SMART GOAL is 80% of students will meet the following essential Math standards as assessed in Common Formative Assessments.

CFA	% met with 70% score or higher	% not met	Reteach strategies	Post Reteach test #met/# not met
4.MD.A.3	24%	76%	<ul style="list-style-type: none"> • Small Group • Reteach whole group • Daily review and practice 	<p>66% Meets</p> <p>34% Did Not Meet</p>
4.NF.B.4.	25%	75 %	<ul style="list-style-type: none"> • Whole group reteach • Peer tutoring • Small group • 1-on-1 instruction 	<p>72 % Meets</p> <p>28% Did Not Meet</p>

Chaparral 5th Grade Math: Fluently multiply multi-digit whole numbers using a standard algorithm
2021-2022 (Beg -Year/Progress Monitoring)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 5th grade students will demonstrate mastery in fluently multiply multi-digit whole numbers using a standard algorithm.

	% Met (80- 100%)	% Approaching (69-79%)	% Not Met (Beg. 0-59%)	Reteach strategies
<p>AZ.MATH.5.NBT.B.5. Fluently multiply multi-digit whole numbers using a standard algorithm. (Pretest)</p>	17%	20%	61%	<ul style="list-style-type: none"> Utilize district pacing guide to teach standard Pull small groups to focus on specific strategies to help students. <ul style="list-style-type: none"> - Use partial products to multiply multi-digit numbers (Distributive Property can be applied to expressions to find partial products).
<p>AZ.MATH.5.NBT.B.5. Fluently multiply multi-digit whole numbers using a standard algorithm. (Progress Monitoring)</p>	35%	25%	38%	<ul style="list-style-type: none"> Connect partial products to the standard algorithm for multiplication (Students should connect the standard algorithm process to partial products. Essentially, the standard algorithm consolidates partial products into a single step per place value). Explain the standard algorithm for multiplication of multi-digit numbers (Students should speak

to place value as they progress through the algorithm).

Student	AZ.MATH.5.NBT.B.5. Fluently multiply multi-digit whole numbers using a standard algorithm. (Pretest)	AZ.MATH.5.NBT.B.5. Fluently multiply multi-digit whole numbers using a standard algorithm. (Progress Monitoring)
1	68	81
2	66	80
3	23	46
4	16	35
5	46	55
6	16	32
7	12	28
8	55	62
9	82	90
10	74	82
11	81	89
12	37	60
13	89	92
14	26	45
15	65	82
16	54	69
17	78	82
18	81	90
19	25	40
20	47	61
21	6	24
22	3	18
23	68	80
24	2	12
25	2	15
26	83	92
27	21	35

28	45	60
29	35	47
30	11	29
31	63	72
32	65	81
33	21	45
34	49	60
35	26	45
36	3	17
37	51	65
38	29	50
39	89	95
40	51	63
41	91	97
42	84	90
43	70	80
44	45	61
45	70	80
46	79	83
47	56	67
48	51	60
49	53	62
50	31	45
51	90	97
52	89	95
53	17	30
54	57	70
55	87	93
56	52	60
57	44	50
58	60	68
59	33	50
60	21	40
61	70	81
62	42	50

5th Grade CFA Reading Literature Data 2021-2022 (Mid-Year)

SMART GOAL: 5th Grade SMART GOAL is 80% of students will meet the essential reading literature standards as assessed in Common Formative Assessments by May 2022.

CFA	1st Assessment	2nd Assessment	Reteach strategies	Post Reteach test #met/# not met
5.RL.1	27%	54%	<ul style="list-style-type: none"> • Identify details and examples in text (RL) • Cite specific examples and details to support inferences (RL) • Infer from the text, cite what the author said that lead to that conclusion (RL, RI) • Identify the point the author is trying to make (RI) <ul style="list-style-type: none"> • Cite text evidence accurately to support answer (RL, RI) 	54% Meets 46% Did Not Meet
5.RL.2	74%	90.5 %	<ul style="list-style-type: none"> • Determine how a character thinks and feels about a challenge or topic (RL) • Determine theme with supporting text evidence (RL) • Summarize text with key details (RL, RI) • Determine main idea and identify key supporting details (RI) <ul style="list-style-type: none"> • Determine which details are key to the text (RL, RI) 	90.5 % Meet 9.5% Did Not Meet
5.RL.3	45%	59%	<ul style="list-style-type: none"> • Identify the characters, setting and major events of a story (RL) • Compare and contrast 2 or more characters, or events, settings (RL) • Provide specific details when describing interactions between characters (RL) • Provide specific details when comparing or contrasting settings or events (RL) 	59% Meets 41% Did Not Meet

			<ul style="list-style-type: none"> Recognize the difference between an event, an idea, individual or concept (RI) Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology (RI) Cite specific information from the text that supports observations about relationships or interactions (RI) 	
5.RL.4	71.7%	82%	<ul style="list-style-type: none"> Determine word meaning using context clues (RL 4, RI 4) Identify definitions, examples, or restatements to identify meaning of unknown words or phrases in text (RL 4) Identify and determine meanings of figurative language (metaphors/ similes/idioms) (RL 4) Identify word parts (prefixes/ suffixes) as clues to determine the meaning of a word (RI 4) Analyze the relationship of words to help determine the word meaning (RI 4) Identify and describe words that may have multiple meanings (RI 4) 	82% Meets 18% Did Not Meet
5.RL.5	52.1%	78%	<ul style="list-style-type: none"> Identify and describe the different organizational elements of stories, poems, and dramas (RL 5) Identify the message of the story, poem, or drama (RL 5) Identify basic story elements (characters, conflicts, setting, conclusion) shared by dramas and stories (RL 5) Identify stanzas or verses in poems (RL 5) Identify and describe the organizational structures that are used to convey information (chronology, comparison, cause/effect, problem/solution) (RI 5) Compare and contrast ideas, events, concepts or information in two or more texts. (RI 5) 	78% Meets 22% Did not

5.RL.6	50%	73%	<ul style="list-style-type: none"> • Identify the person who is telling the story (RL 6) • Describe how the way a person tells a story is influenced by their role and the outcomes of the story (RL 6) • Describe how the narrator's point of view influences the description of events (RL 6) • Analyze the word account as a synonym for a description of an event of experience. (RI 6) • Identify that multiple accounts might include both firsthand and secondhand (RI 6) • Compare and contrast between two accounts of the same event or topic (RI 6) <ul style="list-style-type: none"> • Explain point of view (RI 6) 	<p style="text-align: center;">73% Meets 27% Did Not Meet</p>
5.RL.7	65.5%	85%	<ul style="list-style-type: none"> • Analyze visual/multimedia elements (RL 7) • Explain how elements contribute to the purpose, meaning or tone of the text (RL 7) • Identify and explain how visual and multimedia elements help increase understanding of text (RL 7) • Explain how visual and multimedia elements are used to create beauty in a multimedia presentation of a print of text (RL 7) • Identify features of various text types (RI 7) • Locate information from multiple print or digital sources (RI 7) • Analyze text features to locate information (RI 7) • Analyze sources to answer questions/solve problems (RI 7) <ul style="list-style-type: none"> • Determine if a source is credible (RI 7) 	<p style="text-align: center;">85% Meets 15% Did Not Meet</p>
5.RL.9	64.6%	81%	<ul style="list-style-type: none"> • Analyze visual/multimedia elements (RL 7) • Explain how elements contribute to the purpose, meaning or tone of the text (RL 7) • Identify and explain how visual and multimedia elements help increase understanding of text (RL 7) 	<p style="text-align: center;">81% Meets 19% Did Not Meet</p>

			<ul style="list-style-type: none">• Explain how visual and multimedia elements are used to create beauty in a multimedia presentation of a print of text (RL 7)• Identify features of various text types (RI 7)• Locate information from multiple print or digital sources (RI 7)• Analyze text features to locate information (RI 7)• Analyze sources to answer questions/solve problems (RI 7)<ul style="list-style-type: none">• Determine if a source is credible (RI 7)	
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Chaparral 5th Grade Reading Fluency Data 2021-2022 (Mid-Year)

SMART GOAL: By the end of the 2021-2022 school year, 80% of 5th grade students will demonstrate mastery on all reading fluency skills.

Fluency Skills	% Met (80- 100%)	% Approaching (69-79%)	% Not Met (Beg. 0- 59%)	Reteach strategies
AZ.ELA.5.RF.4 Read with sufficient accuracy and fluency to support comprehension.	48%	18%	34%	Model fluent reading, then have students reread the text on their own.
AZ.ELA.5.RF.4.a Read grade-level text with purpose and understanding.	48%	20%	32%	Repeated readings, phrase readings from 95% group.
AZ.ELA.5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	48%	18%	34%	Time student's oral reading and recording of rate and accuracy.
AZ.ELA.5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	48%	18%	34%	Model pausing when something doesn't sound right and rereading it again to make sure it "looks right," "sounds right," and "makes sense"

Student	AZ.ELA.5.RF.4 Read with sufficient accuracy and fluency to support comprehension.	AZ.ELA.5.RF.4.a Read grade-level text with purpose and understanding.	AZ.ELA.5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	AZ.ELA.5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	87	88	87	87
2	89	89	89	88
3	35	35	35	34
4	1	1	1	1
5	85	85	85	85
6	9	9	9	9
7	2	2	2	2
8	76	76	76	75
9	64	65	64	64
10	6	6	6	6
11	48	49	48	48
12	27	28	27	27
13	98	98	98	98
14	16	17	16	16
15	18	19	18	18
16	50	51	50	50
17	58	59	58	58
18	28	29	28	28
19	79	79	79	79
20	9	9	9	9
21	98	98	98	98
22	96	96	96	96
23	87	87	87	86
24	32	32	32	31
25	89	89	89	89
26	86	86	86	85
27	91	91	91	90
28	36	36	36	35
29	76	77	76	76
30	96	96	96	96
31	92	93	92	92
32	96	97	96	96

6th Grade Math CFA Data 2021-2022

SMART GOAL: 80% of 6th grade students will meet these essential math skills (standards) as assessed in Common Formative Assessments by the end of the school year.

CFA	% met	% not met	Reteach strategies	Post Reteach test #met/# not met
End of Module 1 GCF, LCM	73.9	26.1	Iafrate- JamBoard practice/ connected math skills practice	15/21 met after reteach
End of Module 2 ratios, unit rates	41.7	58.3	Iafrate- JamBoard practice/ connected math skills practice	15/21 met after reteach
End of Module 3.2 division of a/b's	54.8	45.2	Iafrate- JamBoard practice/ connected math skills practice	12/14 after reteach
End of Module 5.2 Inequality expressions	35.7	64.3	Iafrate- JamBoard practice/ connected math skills practice	23/27 after reteach
Interim I cumulative skills	58.1	41.9	Iafrate- JamBoard practice/ connected math skills practice	14/18 after reteach
Interim II cumulative skills	66.7	33.3	Iafrate- JamBoard practice/ connected math skills practice	7/15 after reteach

6th Grade Writing CFA Data 2021-2022

SMART GOAL: 80% of 6th grade students will score proficient (be at grade level) on their informational writing essay using AASA rubric by the end of the school year.

CFA	At Grade Level	Approaching Grade Level	Below Grade Level	Reteach Strategies
AZ Grade 6 AZM2 Writing Mimic (Pre-test)	16%	32%	52%	<ul style="list-style-type: none"> • color-coding components of a paragraph/essay • small group reteach and reinforcement <ul style="list-style-type: none"> ○ fill-in-the-blank sentence structure for thesis statement • graphic organizers to plan writing • checklists for students to refer to during writing process •
Informational Essay Writing Test (Midterm)	52%	23%	25%	<ul style="list-style-type: none"> • Small group reteach and reinforcement <ul style="list-style-type: none"> ○ TAPP the prompt ○ reading and annotating sources (identifying relevant details) ○ identifying components of a strong introduction, body paragraph, conclusion ○ citing text evidence

Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
Purpose, Focus, and Organization	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained controlling idea, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and objective tone established 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization

Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
Evidence and Elaboration	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions
Conventions	<p>N/A</p> <p>(2-point rubric begins at score point 2)</p>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]