

DATA TEAM FORM: PRE-ASSESSMENT

TEAM: English 3
 DATE:
 STANDARD: RL11.1, W11.1
 ASSESSMENT/
 LEARNING
 OBJECTIVE: -Identify and elaborate on appropriate response

STEP ONE: DATA COLLECTION (COLLEGE PREP)

Teachers' Names	# of students	Beginning	Developing	Goal	Advanced	% at Goal or above	% Below Goal
Penny	65	6	50	9	0	14%	86%
Flynn	58	0	53	5	0	9%	91%
Dolores	46	7	24	11	4	33%	67%
Jenny	13	7	5	1	0	8%	92%
Desdemona	35	0	30	5	0	14%	86%
Totals	217	20	162	31	4	16%	84%

From your benchmark data, explain your needs assessment (which skill area /trait have you identified and why?)

STEP ONE: DATA COLLECTION (HONORS)

Teachers' Names	# of students	Beginning	Developing	Goal	Advanced	% at Goal or above	% Below Goal
Flynn	56	0	45	11	0	20%	80%
Jenny	55	4	42	9	0	16%	84%
Dolores	26	1	13	8	4	46%	54%
Desdemona	79	0	46	32	1	42%	58%
Totals	216	5	146	60	5	31%	69%

From your benchmark data, explain your needs assessment (which skill area /trait have you identified and why?)

STEP TWO: Analyze Strengths & Obstacles CP

What are the strengths of each group? Include evidence of these strengths.

	Beginning	Developing	Goal	Advanced
Attempted to write a brief response	Students were able to use evidence	Students were able to use text evidence and answer question correctly	Students were able to use text evidence and answer question correctly	Students were able to integrate text evidence, answer correctly, and elaborate on evidence and ideas

What are the obstacles of each group? Include evidence of these strengths.

	Beginning	Developing	Goal	Advanced
Students were unable to provide evidence, answer the question correctly, or understand the symbolic meaning of the text.	Students were unable to answer the question correctly or understand the symbolic meaning of the text.	Students were not able to elaborate upon evidence or interpret the symbolic meaning of the text.	Students were not able to elaborate upon evidence or interpret the symbolic meaning of the text.	Students were able to elaborate upon evidence and answer questions correctly.

STEP THREE: S.M.A.R.T. Goals

Strategic/Specific, Measurable, Attainable, Relevant/Rigorous, Time-bound

Targets

The percentage of CP students scoring at GOAL and higher will increase from

16.00%

to

23.00%

as measured by Post CFA

by

STEP TWO: Analyze Strengths & Obstacles

HONORS

What are the strengths of each group? Include evidence of these strengths.

Beginning	Developing	Goal	Advanced
Attempted to write a brief response	Students were able to use evidence	Students were able to use text evidence and answer question correctly	Students were able to integrate text evidence, answer correctly, and elaborate on evidence and ideas

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STEP THREE: S.M.A.R.T. Goals

Strategic/Specific, Measurable, Attainable, Relevant/Rigorous, Time-bound

Targets

The percentage of CP students scoring at GOAL and higher will increase from

31.00%

to

41.00%

as measured by Post CFA

by

STEP FOUR: Differentiation Strategies CP

For the next 5 weeks, we will apply the following strategies to support student learning:

		(How often each week)
Beginning	Students will complete a "qpa" or "cte", which are modified writing cfa's (ex: "Levels of Reading Circles" or "Dialectical Notebooks")	Once a week (ex: 4 times)
Developing	Students will complete a "qpa" or "cte", which are modified writing cfa's	Once a week
Goal	Students will complete a "qpa" or "cte", which are modified writing cfa's	Once a week
Advanced	Students will complete a "qpa" or "cte", which are modified writing cfa's	Once a week

STEP FOUR: Differentiation Strategies HONORS

For the next weeks, we will apply the following strategies to support student learning:

(How often each week)

Beginning	Students will complete a "qpa" or "cte", which are modified writing cfa's (ex: "Levels of Reading Circles" or "Dialectical Notebooks")	<input type="text" value="Once a week"/> (ex: 4 times)
Developing	Students will complete a "qpa" or "cte", which are modified writing cfa's	<input type="text" value="Once a week"/>
Goal	Students will complete a "qpa" or "cte", which are modified writing cfa's	<input type="text" value="Once a week"/>
Advanced	Students will complete a "qpa" or "cte", which are modified writing cfa's	<input type="text" value="Once a week"/>

DATA TEAM FORM: POST-ASSESSMENT

DATE: _____

STEP ONE: DATA COLLECTION

CP

Teachers' Names	Number of students	At goal or higher	%Goal/Higher
Jenny	14	7	50.00
Desdemona	38	20	52.63
Penny	62	25	40.32
Dolores	47	35	74.47
Flynn	58	38	65.52
Totals	219	125	57.08

STEP ONE: DATA COLLECTION

HONORS

Teachers' Names	Number of students	At goal or higher	%Goal/Higher
Jenny	47	37	78.72
Desdemona	80	69	86.25
Flynn	59	51	86.44
Dolores	26	25	96.15
Totals	212	182	85.85

STEP TWO: Analyze Strengths & Obstacles

What are the strengths of each group? Include evidence of these strengths.

Beginning

Beginning students were able answer the literal reason why the narrator is upset.

Developing

Developing students were able to answer the literal reason why the narrator is upset and were able to use at least one piece of textual evidence.

Goal

Goal students were able identify the literal reason why the narrator is upset and integrate two pieces of textual evidence.

Advanced

Advanced students were able to identify the subtext of the poem (and the literal reason why the narrator is upset), and elaborate effectively.

What are the obstacles of each group? Include evidence of these strengths.

Beginning	Developing	Goal	Advanced
Beginning students did not use text evidence or elaborate.	Developing students were not able to answer the question correctly, did not integrate two pieces of evidence correctly, or were unable to elaborate upon their answers.	Goal students were not able to identify the subtext in the poem.	Advanced students encountered no obstacles.

S.M.A.R.T. Goals

	CP	Honors
The percentage of students was supposed to increase to	23.00%	41.00%
The actual results were	57.08%	85.00%
Difference	34.08%	44.00%

STEP FOUR: Reflect on Differentiation Strategies

Beginning	Developing	Goal	Advanced
<i>Listed below are the team's strategies from the Pre- form:</i>			
<i>Students will complete a "qpa" or "cte", which are modified writing cfa's</i>	<i>Students will complete a "qpa" or "cte", which are modified writing cfa's</i>	<i>Students will complete a "qpa" or "cte", which are modified writing cfa's</i>	

How do you know the strategies were successful?