REPRODUCIBLE | 115

**Protocol for Data Team Meeting**

**Character Traits**

Each teacher brings his or her own data to the meeting. The data should be available by learning target and by student.

**RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

**Learning Targets:**

**1. I can distinguish between character traits and appearance (internal vs external).**

**2. I can determine how character traits could be positive or negative, depending on the situation.**

**Step One:** How many students were below proficiency, at proficiency, and above proficiency? Use this information to decide how to regroup students for a response.

**1. I can distinguish between character traits and appearance (internal vs external).**

| Teacher | % below proficiency | % at proficiency |
| --- | --- | --- |
| McEntire | 11% | 89% |
| Graham | 7% | 93% |
| Krumwiede  | 50% | 50% |
| Herrera | 11% | 89% |

**2. I can determine how character traits could be positive or negative, depending on the situation.**

| Teacher | % below proficiency | % at proficiency |
| --- | --- | --- |
| McEntire | 4% | 96% |
| Graham | 10% | 90% |
| Krumwiede  | 26% | 74% |
| Herrera | 11% | 89% |

**Step Two: Did any teacher have significantly better results than the other teachers?**

Targets 1: Graham, McEntire/Herrera

Target 2: McEntire, Graham/Herrera

**What strategies were used by the teacher(s) who’s student performed significantly better?**

Graham: If you can see it in a picture then it is external (appearance)

Herrera: students made the connection between inhale/internal, exhale/externally

McEntire: Using the word appearance and drawing eyes into the 2 p’s and then making the connection between the word appear and appearance…a magician makes something appear, you can see it now.

| Learning Target 1 | Far Below-3 or less correct | Below-4 or 5 correct | Near Proficient-6 or 7 correct |
| --- | --- | --- | --- |
|  | Show kids an image of a character. Have students just focus on their appearance, helping build that understanding of the word appearance. Once they seem to understand appearance, move onto character traits using the appearance/character trait sort. Re Enforce positive and negative traits.  | Using the appearance/character trait sort, help students have a better understanding of the vocabulary of appearance and character trait. Re Enforce positive and negative traits.  | Using the appearance/character trait sort, help students have a better understanding of the vocabulary of appearance and character trait. Re Enforce positive and negative traits.  |
|  | Graham | Jeremy | McEntire/Herrera |
| McEntire |  | Dominick-4Honesty-5 (appearance)Carmen-4 (traits) | Billson-8 (appearance) (Herrera) |
| Graham |  | Amerika- 5 (both) | Yurem- 6(app) (McEntire) |
| Herrera |  | Catherina-4 | Mason-8 (Appearances) (McEntire)Lea-7(McEntire) |
| Krumweide | Ximena 3Damian 2Rolando 3 | Juriel 5 | Derek 6 (Herrera)Santiago 6 (Herrera)Emerson 7 (Herrera)Bathsheba 7 (Herrera)Ammie 6 (Herrera)Alyson 6 (McEntire)Joahn 7 (McEntire) |