

Spring Benchmark Data Dig

EES 4th Data

We will look at the following:

- Determine the team Domain 1 score.
- Determine each teacher's Domain 1 score.
- Plan for lower performing standards that have been addressed multiple times in the curriculum. The plan needs to be specific (how it will address, what genre, what materials, days for each group, etc.)
- Goal Setting with kids (how will this look, when will you do it, etc)

Team	Spring Benchmark			
	APP	MEETS	MASTERS	Domain 1
	73.56%	31.03%	8.05%	D
Escamilla	79.55%	40.91%	9.09%	C
Morgan	67.44%	20.93%	6.98%	F

Letter Grade Scale	
A	60 +
B	53-59
C	41-52
D	35-40
F	34 ↓

Data Dig Meeting

Hollie

- Observations
 - writing still needs quite a bit of work, context clues, central idea and other things that we have been working on are moving in the right direction
 - Connecting text to text is still a struggle
 - AP and text structure (only tested once on STAAR last year) still seems to be a struggle as well
 - 10D - was hoping it would be higher
 - Summary, and working with paired passages as a focus (summary not heavily tested on STAAR, don't need to spend too much time on it)

Jaime

- Big picture, the domain score can be discouraging, but look at your kiddos that you can move from app to meets, or meets to masters, to get the biggest bang for your time
- Looking at most tested standards, our kids are sitting okay but can show growth
 - **Focus on 6F** - tested 12 times over last 2 years, make sure we put in purposeful questions over multiple days

- Focus on 7C - next most tested (tested 8 times over last 2 years)
- Focus on 6E
- How are we going to structure our day?
 - Writing block - spend first amount of time (5 to 10 mins) focusing on revising questions, all revising questions fall under 11C
- How do you want to structure your review?
 - Genre then all standards, then next genre
 - Or hop from standard to standard?
- Save the standards you are most concerned with to review just before STAAR


Escamilla

Standard	Percent	Whole Group Small Group or WIN	Materials
4.6(E) make connections to personal experiences, ideas in other texts, and society (R)	51.52	Small Group ▾	Paired passages Compare/Contrast 2 Stories Lesson (Use independent practice for progress monitoring) Comparing and Contrasting 2 Texts (Use independent practice for progress monitoring) Implement H-Chart from curriculum with short texts
4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources (R)	51.52	Small Group ▾	Comparing Poetry/Literary (Use independent practice for progress monitoring) Combine 6E and 7B in small group passages, practice written responses to questions
4.10(A) explain the author's purpose and message within a text (R)	63.64	Small Group ▾	Author's Message Lesson Prickly Adventure Smile!
4.10(B) explain how the use of text structure contributes to the author's purpose (S)	53.41	Small Group ▾	Combine this standard with 10A Cause-Effect and Compare-Contrast Lesson (Use independent practice for progress monitoring) Chronological Order and Problem-Solution Lesson (Use independent practice for progress monitoring)
4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)	52.57	Small Group ▾	Words in Context (Author's Use of Language)
4.11(D) edit drafts using standard English conventions, including: (S) (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R)	59.09	Whole Group ▾	Success Starters and Self checking stations Also covered in whole group writing activities and writing conferences through ECR's and composition writing.
4.7D summarize texts in ways that maintain meaning and logical order;	62.50	Small Group ▾	Summarizing Literary Text (Use independent practice for progress monitoring)

			Summarizing Informational Text (Use independent practice for progress monitoring) Also lesson review from Crossing the Finish Line
4.6F paired with 8.C		Whole Group ▾	4.6F 4.8C Make Inference within the Plot Lesson Review 4.6F Lesson Review 4.6F 4.8C Passage Activity 4.6F within Fiction Passage Activity Poetry 4.6F within Fiction Lesson Activity From Crossing the Finish Line in Unit 8 planner
		Whole Group ▾	

Small Group Standards	High Level of Support	Some Level of Support	Mastered Standard
4.6E 4.7B	AM- Gracelyn, Jojo, RJ, Rory, Tucker, Demario, Ian, Kaiden, Kennedy PM- Dallas, Layla, Leyah, Aaron, Aiden, Jhon, Sebastian, Aubree, Gabby, Kolton, Wyatt	AM- Charlotte, Tucker, Phoenix, Melanie, Keegan, Andrew, Kiley, Annelie, Brayden, Aqib PM- Alexis, Ryder, Jayden, Harper, Teagan, Brooklyn, Brie, Trenton, Baylie, Alexis, Caleb, Marshall	AM- Michelle, Olivia, Kaden G, PM-
4.10A and 10B	AM- Kaiden, Annelie, Kaden G, Ian, Rory, Kennedy, Demario, PM- Alexis, Layla, Leyah, Aaron, Aiden, Jhon, Aubree, Wyatt, Brooklyn, Brie	AM- Gracelyn, Charliee, Michelle, RJ, Melanie, Andrew, Tucker, Kiley, Keegan, Aqib, Phoenix PM- Gabby, Kolton, Baylie, Dallas, Harper, Teagan, Marshall.	AM- Jojo, Charlotte, Olivia, Brayden PM- Ryder, Jayden, Caleb, Sebastian, Trenton,
4.7D summarize texts in ways that maintain meaning and logical order;	AM- Charliee, Annelie, Andrew, Kaiden C., Rory, Ian, Demario PM- Dallas, Caleb, Aaron, Aubree, Layla, Sebastian, Aiden, Wyatt, Jhon	AM- Gracelyn, JoJo, Olivia, Phoenix, Melanie, Keegan, Aqib, Kiley PM- Ryder, Kolton, Harper, Teagan, Laila, Gabby, Brooklyn, Brie, Marshall	AM- Charlotte, Michelle, Kaden G, Leyah, RJ, Brayden, Tucker PM- Alexis, Baylie, Jayden, Leyah, Trenton

Morgan

Standard	Percent	Whole Group Small Group or WIN	Materials
4.6(E) make connections to personal experiences, ideas in other texts, and society (R)		Small Group ▾	Paired passages Compare/Contrast 2 Stories Lesson (Use independent practice for progress monitoring) Comparing and Contrasting 2 Texts (Use independent practice for progress monitoring) Implement H-Chart from curriculum with short texts
4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources (R)		Whole Group ▾	Written responses after each passage/genre Comparing Poetry/Literary (Use independent practice for progress monitoring) Combine 6E and 7B in small group passages, practice written responses to questions
4.11(D) edit drafts using standard English conventions, including: (S) (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R)		Whole Group ▾	Warm up - Foundational
4.10(A) explain the author's purpose and message within a text (R)		Small Group ▾	Author's Message Lesson  Smile! Show off Those Pearly Whites.pdf
4.10(B) explain how the use of text structure contributes to the author's purpose (S)		Small Group ▾	Combine this standard with 10A Cause-Effect and Compare-Contrast Lesson (Use independent practice for progress monitoring) Chronological Order and Problem-Solution Lesson (Use independent practice for progress monitoring)
4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)		Whole Group ▾	Words in Context (Author's Use of Language)
4.7.D retell, paraphrase, or summarize texts in ways that		Whole Group ▾	Whole group-nonfiction Small Group- Fiction Summarizing Informational Text

maintain meaning and logical order			Summarizing Literary Text (Use independent practice for progress monitoring)
4.9.E recognize characteristics and structures of argumentative text by: (i) identifying the claim;		Small Group ▾	
4.8c & 4.6f		Whole Group ▾	4.6F 4.8C Make Inference within the Plot Lesson Review 4.6F Lesson Review

Small Group Standards	High Level of Support	Some Level of Support	Mastered Standard
4.10A	AM- Ruby, Jordan, Mykko, Rylan, Mitchell, Brady, Marcus PM- Walker, Catie, Linkin, Wyatt, Gunner	AM- Madison, Kendall, Jace, Farah, Anthony, Taylor, Clare PM- Brooks, Cash, Mallory, Juliet, Adavaita, Jackson, Riane, Lane, Della	AM- PM-
4.7D (nonfiction)	AM- Madison, Jordan, Mykko, Leighlynn, Audrey PM-Samara, Walker, Jacob, Linkin, Brooks, Cash, Gunner	AM- Kree, Randall, Ruby, Mitchell, Delilah, Jace, Farah, Rylan, Taylor, Clare PM- Peyton, Juliet, Advaita, Sophia, Riane, Wyatt	AM- PM-
4.6E	AM- Kree, Randall, Jordan, Mitchell, Harmony, Mykko, Audrey, Levi, Anthony, Taylor Marcus PM- Mckaylee, Linkin, Brooks, Jackson, Wyatt, Gunner	AM- Brady, Madison, Ruby, Elliot, Jace PM- Juliet, Sophia	AM- PM-