

MOY Data Conference Reflection

The goal of the middle of year data conference is to reflect on progress students have made thus far and to plan to continue their growth the remainder of the school year. Your PK Coach will join us at the conference to celebrate areas of strength and to provide support for continued growth. Teachers will take the lead during the data conference.

To prepare, please do the following:

- ❖ Focus & Reflect on MOY OS data for each of your students
- ❖ Align data conference conversation with the four questions
- ❖ Be prepared to:
 1. Share an area of strength
 2. Share an area where support is needed
 3. Discuss instructional plan for:
 - students meeting EOY expectation
 - students in range of EOY expectation
 - students out of range of EOY expectation

MOY Data Conference - Hernandez
3-1-21

1. Share an area of strength: there has been growth from BOY to MOY; Students growing in average number of words per story from 32 words in round 1 and 105 words in round 6 - Oct 8th thru Dec 17th; LID; CAP

1. Share an area where support is needed: Dictation, Running Record, Writing; Susan model doing small group sorting letters, etc.; Susan model small group using Benchmark books and writing

1. Discuss instructional plan for:
 - students meeting EOY expectation: learn new strategies required in next level such as decoding, beginning and ending sound, self-correction; more opportunities for independent writing such as book making, storytelling

 - students in range of EOY expectation: continue reading strategies at instructional level & small group at least 2 times per week; sound of letters, stretch words, label drawings, etc.

 - students out of range of EOY expectation: small group and individual instruction; CAP; parent support practicing holding/turning book pages, sharing something about the story, one to one, concept of a letter and word, directionality; small group and individual instruction focused on LID; writing first name; meaningful writing activities in centers;

Roster

Roster			
1st Nine weeks	2nd Nine Weeks	3th Nine Weeks	
1 Adrian	1 Adrian	1 Adrian	
2 Aidann	2 Aidann	2 Aidann	
3 Aidann	3 Aidann	3 Aidann	
4 Aiden	4 Aiden		
5 Amaia	4 Amaia		
6 Ashley		4 Ashley	
7 Axel	5 Axel		
8 Dalany			
9 David	6 David		
10 Eduardo		5 Eduardo	
11 Eliam	7 Eliam		
12 Gleidy			
13 Gloria	8 Gloria		
14 Isabella		6 Isabella Citalan	
15 Jacob	9 Jacob	7 Jacob	
16 Jose	10 Jose		
17 Jose		8 Jose	
18 Kenneth	11 Kenneth		
19 Lissa Marie	12 Lissa Marie		
20 Melvin	13 Melvin		
21 Olivia	14 Olivia		
22 Samantha	15 Samantha		
23 Sarah		9 Sarah	
	16 Selmin	10 Selmin	
		11 Ariet	
		12 David	
		13 Delany	
		14 Edras	
		15 Julieta	
		16 Quetzal	
		17 Francisco	
		18 Genesis	
		19 Christian	

- 3 Students in roster from August to March.
- 7 Students being in 2 blocks of nine weeks.
- 9 Students new to the classroom
- 2 Students first time in Bear Blvd.
- 2 students withdrew in February.

Circle Goal

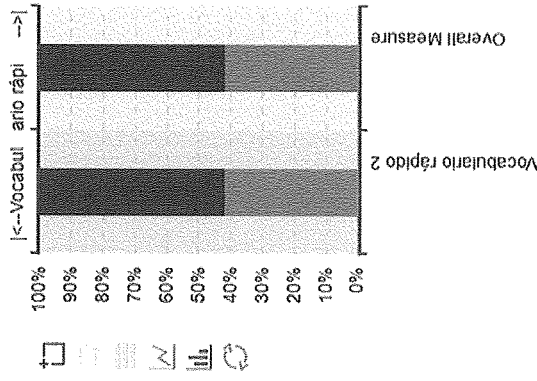
Measure		On Track	Needs Support	Monitor	Out of Range
Vocabulario rápido	Vocabulario rápido 2	42%	58%	0%	0%
Overall Measure		42%	58%	0%	0%

* Measure has no benchmarks.

- % of Students Meeting On Track
- % of Students Meeting Needs Support
- % of Students Meeting Out of Range
- % of Students Meeting Monitor
- % of Students Meeting Out of Range

Class Benchmark Report

Hernandez's PK Class 2

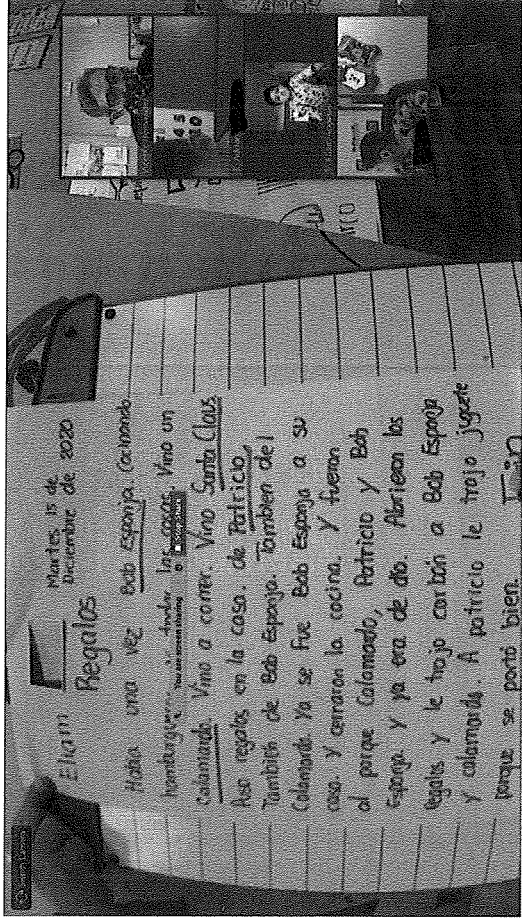


CIRCLE Rapid Vocabulary

- Classroom Culture
 Will engages all students in relevant, meaningful learning, so that students are able to work successfully in small groups and independently to improve their vocabulary.

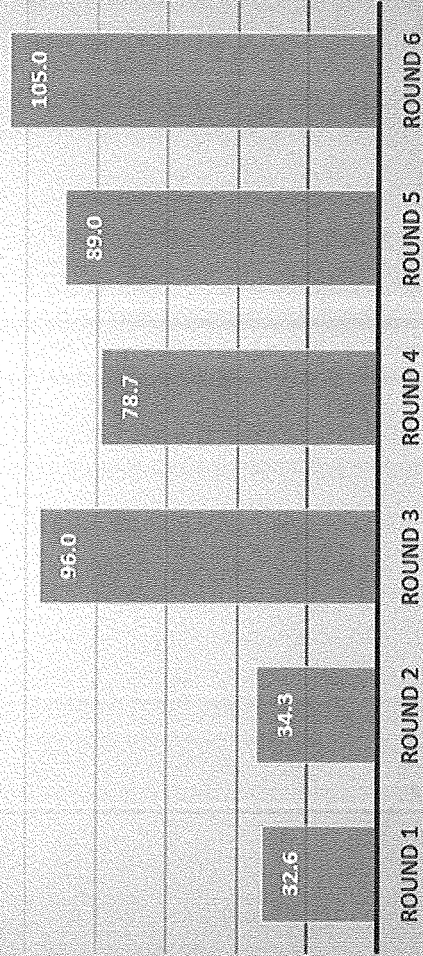
- Texas Essential Knowledge and Skills
 By the middle of March 30% of my students will be on track in the Rapid Vocabulary assessment in CIRCLE.

Story Dictation



	Total words	Average per story	Number of stories
Round 1	652	32.6	20
Round 2	446	34.3	13
Round 3	384	96.0	4
Round 4	236	78.7	3
Round 5	178	89.0	2
Round 6	105	105.0	1

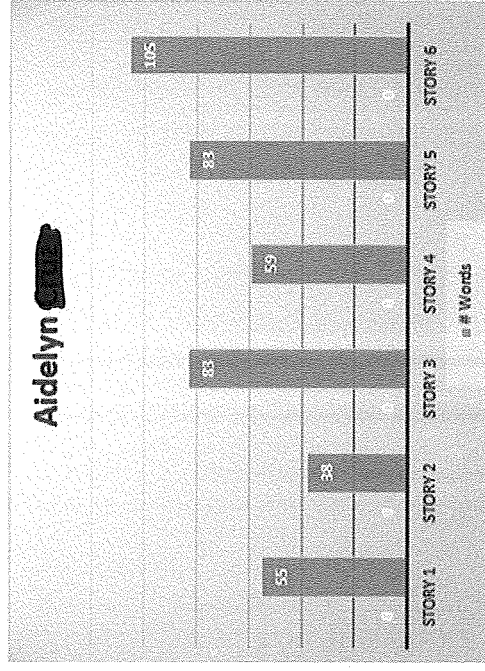
Average of words per story



Aidelyn

#	Name	Date	Title	Dictation	Count Words	Characters
1	Aidelyn	Jueves 8 de Octubre de 2020	La Sirena	Había una vez una Sirena en el agua. Estaba en el agua durmiendo. Se comió paleta. Se comió cereal. Agarró un príncipe. La echo en el agua. Y luego ella tenía cola de sirena. Y luego estaba nadando en el agua. La princesa tenía un príncipe y luego era un sireno. Tenía una niña sirena.	55	Sirena: Aidelyn Príncipe Raur: Aidann Fin Niña sirena: Isabella
2	Aidelyn	Miércoles 21 de Octubre de 2020	Monstruo Dinosaurio	Había una vez un monstruo (dinosaurio) comiendo gusanos. Y comía animales, comía niños traviesos, comía sillas. Se ponía gordo y se comía toda la gente. Era un monstruo dinosaurio. Sale debajo de las camas de los niños traviesos.	38	Monstruo dinosaurio: Isabella Fin Niños: Adrian, Mr. Hernandez, Mrs. Gonzales.
3	Aidelyn	Viernes 13 de Noviembre de 2020	Princesa, papá y oso.	Una princesa comió paleta y luego comió cereal. Tenía un papá. Luego vino un oso y se la comió. Y lo regañó el papá "¿Dónde está mi princesa?". El papá era un rey. Lo aventó en el bosque. Y luego ya salió de la panza la princesa. Estaba bebé. Y luego ya estaba grande. Y luego el oso llegó otra vez y se comió el cereal y la sopa y la paleta. El papá compró comida y el oso se lo comió toda.	83	Princesa: Aidelyn Papá: Aidan Oso: Adrian Fin
4	Aidelyn	Viernes 4 de Diciembre de 2020	Los Dulces y los Dinosaurio	Había una vez una niña y se la comió un dinosaurio. Y se la llevó al bosque. Y luego un dinosaurio corrió y la niña dijo "ayuda, ayuda". Y miró a la policía y atrapó al gordito. Y se comió al maestro.	59	Niña: Samantha Dinosaurio: Aidelyn Fin Policia: Gloria Maestro: Adrian
5	Aidelyn	Viernes 11 de Diciembre de 2020	Los Dulces y las Paletas.	Había una vez una niña que tenía su peno coloreado como rainbow. Se peinó un chongo como dulces. Y luego comió una paleta con rainbow. Y luego se fue a dormir y su cama tenía un rainbow. Luego el papá se despertó y la llevó para la clase. Todos sus amigos tenían chongo y el pelo rainbow. Y luego se tomó su jugo de rainbow. Y luego estaba su papá, su mamá y sus amigos y era su cumpleaños de rainbow.	83	Niña: Aidelyn Papá: Adrian Fin Mamá: Isabella Amigos: Olivia, Samantha
6	Aidelyn	Jueves 17 de Diciembre de 2020	La Navidad	Una vez había una niña y luego era navidad. Y luego llegó Santa y le trajo regalos. LOL surprise, a sus hermanitos y a sus papas. (La niña) Estaba en su cama. Y escuchó un ruido y fue con su mamá. Soñó cuando su mamá atrapó un zombi. Y luego otro zombi agarró a su mamá y la hizo zombi. Y luego era la curaron y ya no estaba zombi. Le puso unas galletas de Santa y leche. Luego era de día y abrió sus regalos y dijo "me trajo LOL surprise". Ya se acabó la navidad. Se fueron a ver los animales del zoológico.	105	Santa: Mr. Hernandez Zombi: Eduardo Niña: Aidelyn Fin Hermanito: Adrian, Gloria Papá: Aidan Mamá: Isabella

Story	Title	# Words	Comparision with first story
Story 1	La Sirena	55	
Story 2	Monstruo Dinosaurio	38	-17
Story 3	Princesa, papá y oso.	83	28
Story 4	Dinosaurio	59	4
Story 5	Los Dulces y las Paletas.	83	28
Story 6	La Navidad	105	50



Formative Assessment

Student Name		FORMATIVE ASSESSMENTS														
		Letter ID		Dictation		Spelling Inventory		CAP		Running Record		Writing Vocabulary		Phonemic Awareness		
		MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	
Jacob O,	[REDACTED]	44				4				7				4		5/3
Ashley,	[REDACTED]	38				1				9				2		5/3
Edras,	[REDACTED]	21				0				6				0		4/0
Isabella,	[REDACTED]	37				4				10				4		4/4
Aidelyn,	[REDACTED]	40				3				0				0		4/2
Aidann,	[REDACTED]	7				0				7				0		1/0
Adrian,	[REDACTED]	16				0				5				3		3/2
Francisco,	[REDACTED]	48				1				8				3		3/2
Selmin,	[REDACTED]	27				0				8				1		5/1
Genesis,	[REDACTED]	21				1				10				3		1/0
Eduardo,	[REDACTED]	32				4				9				7		4/3
Delany,	[REDACTED]	48				3				9				3		5/3
Jose,	[REDACTED]	46				4				10				5		3/4
Arlet,	[REDACTED]	34				0				7				2		1/1
David,	[REDACTED]	0				0				0				0		0/0
Julietta,	[REDACTED]	28				1				7				3		3/1

Formative Assessment

Student Name	Letter ID		Dictation		Spelling Inventory		CAP		Running Record		Writing Vocabulary		Phonemic Awareness	
	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
	FORMATIVE ASSESSMENTS													
Jacob O, [REDACTED]	44	<input checked="" type="radio"/>	5		4		7				4			5/3
Ashley, [REDACTED]	38	<input type="radio"/>	2		1		9		0.1		2			5/3
Edras, [REDACTED]	21	<input type="radio"/>	1		0		6				0			4/0
Isabella, [REDACTED]	37	<input type="radio"/>	6		4		10		0.1		4			4/4
Aidelyn, [REDACTED]	40	<input type="radio"/>	2		3		0				0			4/2
Aidann, [REDACTED]	7	<input checked="" type="radio"/>	0		0		7				0			1/0
Adrian, [REDACTED]	16	<input checked="" type="radio"/>	0		0		5				3			3/2
Francisco, [REDACTED]	48	<input checked="" type="radio"/>	3		1		8				3			3/2
Selmin, [REDACTED]	27	<input type="radio"/>	0		0		8				1			5/1
Genesis, [REDACTED]	21	<input type="radio"/>	0		1		10		0.1		3			1/0
Eduardo, [REDACTED]	32	<input type="radio"/>	8		4		9		0.1		7			4/3
Delany, [REDACTED]	48	<input checked="" type="radio"/>	0		3		9		0.1		3			5/3
Jose, [REDACTED]	46	<input checked="" type="radio"/>	4		4		10		0.1		5			3/4
Arllet, [REDACTED]	34	<input type="radio"/>	0		0		7				2			1/1
David, [REDACTED]	0	<input checked="" type="radio"/>	0		0		0				0			0/0
Julietta, [REDACTED]	28	<input type="radio"/>	3		1		7				3			3/1

https://docs.google.com/forms/d/1verT7V7azn5sfjGNFUrNW79IIREBLGPSIKWyRFqFdM4/edit?usp=drive_web

Areas of strength: Letter
Id and CAPS

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Formative Assessment

Student Name	FORMATIVE ASSESSMENTS													
	Letter ID		Dictation		Spelling Inventory		CAP		Running Record		Writing Vocabulary		Phonemic Awareness	
	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
Jacob O, [REDACTED]	44		5		4		7				4		5/3	
Ashley, [REDACTED]	38		2		1		9		0.1		2		5/3	
Edras, [REDACTED]	21		1		0		6				0		4/0	
Isabella, [REDACTED]	37		6		4		10		0.1		4		4/4	
Aidelyn, [REDACTED]	40		2		3		0				0		4/2	
Aidann, [REDACTED]	7		0		0		7				0		1/0	
Adrian, [REDACTED]	16		0		0		5				3		3/2	
Francisco, [REDACTED]	48		3		1		8				3		3/2	
Selmin, [REDACTED]	27		0		0		8				1		5/1	
Genesis, [REDACTED]	21		0		1		10		0.1		3		1/0	
Eduardo, [REDACTED]	32		8		4		9		0.1		7		4/3	
Delany, [REDACTED]	48		0		3		9		0.1		3		5/3	
Jose, [REDACTED]	46		4		4		10		0.1		5		3/4	
Arlet, [REDACTED]	34		0		0		7				2		1/1	
David, [REDACTED]	0		0		0		0				0		0/0	
Julietta, [REDACTED]	28		3		1		7				3		3/1	

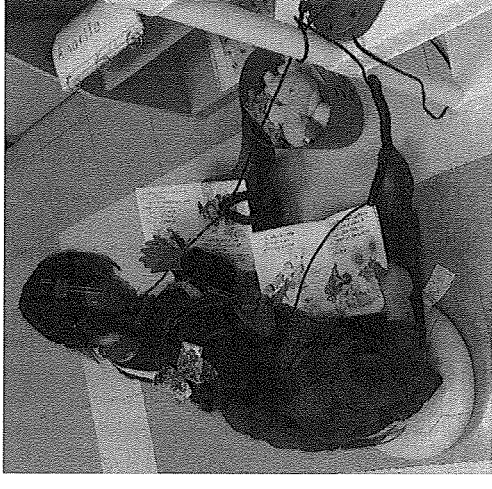


Areas where support is needed:

- Spelling Inventory,
- Reading,
- Writing.

Instructional plan for: Reading

- students meeting EOY expectation: Learn new strategies required in the next level of reading such as: decoding, beginning and ending sound in the word, self correction.
- students in range of EOY expectation: Continue practicing reading strategies in the Instructional level. Small group instruction at least 2 times per week.
- Detect miscues and self correct 1 miscue. Use cues such as pictures or sentences patterns. Learn to use more CAPs skills.
- students out of range of EOY expectation: Small group and individual instruction. Practice CAP skills. Ask parents for support at home to practice hold and turn the pages, shares something about the story, one to one correspondence, concept of a letter and word, directionality.



Instructional plan for: Writing

- students meeting EOY expectation: Provide more opportunities for independent writing such as book making, storytelling dictation and dramatization.
- students in range of EOY expectation: Review and practice the sound of the letters of the alphabet. Stretch words activities such as labeling drawings, art, etc.
- students out of range of EOY expectation: Small group and individual instruction to practice alphabet. Practice writing first name. Meaningful writing activities at centers.

