Team: Kindergarten Date: 11/22/2022 Assessment:

**Data Discussion Guide**

**1. Predictions (2 Minutes)**

Before looking at the data, make predictions about what you will observe. Think about what you assume, predict, wonder, or believe you will learn from the data.

| Purpose--get assumptions out of the way, allow for venting now so it’s not a blocker later   * 30 second “I think”, then share out. * Not everyone shares out...just take volunteers. * When time is up, time is up.   Decoding of words seemed lower  Overall letter ID/sound knowledge is higher |
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**2. Observations (3-5 Minutes)**

Look at the data presented and document your observations. Remember to record only ***facts***. Think about what you observe, what patterns you notice, and what you may be surprised to see.

| Purpose--find the facts. What anyone says is what everyone should see--no interpretation.   * 1 minute “I do”, then share out and record on a chart paper so all can see * Rephrase as needed to shift judgemental language and to shift to kid by kid and skill by skill   + “Kids did the worst in support” vs “ (#) of students are not yet proficient in support”. * If someone tries to start solving or explaining, simply say, “Time out...we’ll get there.”   VC words were higher than CVC words   * VC words: 15 - 0, 12 - 1, 12 - 2, 6 - 3, 11 - 4 * CVC words: 19 - 0, 11 - 1, 11 - 2, 7 -3, 8 - 4   \*2 students with missing data |
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**3. Make a Plan (10+ Minutes)**

Consider the following:

1. What's needed at Tier 1?

2. What do teachers need to monitor for Tier 2 in the classroom?

3. What are the priorities for Tier 3 time--meaning which students need what instruction?

| Purpose--from Tier 1 to 2 to 3, prioritize facts to identify possible solutions and supports for students...and who will own them.   * 1-2 minutes “I do”, then share out and record to then finalize a plan. * Ask, “So what do these observations tell us about what we need to keep in mind at Tier 1?”   + Note: this should NOT sound like “We just have to slow down/modify since these kids can’t…” Rather, how can we spiral information into Tier 1. * Ask, “So what do these observations tell us we need to really monitor for Tier 2 support for all students? * Ask, “Given this group of students, what should we prioritize during Tier 3 time? What should Tier 3 look like? Where should we start, on what, with whom?”   Tier 1 - on review days practice decoding in making words more than encoding, incorporate more CVC decoding work into stations for universal practice  Tier 2 - M/F pull WINN groups in classrooms to focus on the explicit reading of VC and CVC words, Change T/W/Th group to one word chain (encoding) and one reading list (decoding) - focus game on decoding rather than encoding if possible   * Hinytzke - Harrison, Eliana, Edwin * Valadez - Brielle, Eleanor * Kuhns -   Tier 3 - reinforcement of letter/sound route skills before progressing to application of decoding, PA activities before adding in letters   * Hinytzke - Maddox (Friday?) * Valadez - * Kuhns - Cora (Friday?), Sawyer (Friday?) |
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