Killian Middle School
September 2, 2022
1:30 - 4:00
2.5 hours

To prepare:
August 30th read article in PLC by Dufour on how PLCs do Data Right

August 31st & September 1st: take your STAAR test

PLC	Location	Facilitator
Fine Arts	Canvas	District
Athletics	Small Gym	Gravitt
SPED	1101	LeGuen
ELA	Library	Krol & Solon
Math	1102	Fuller & Fenner
Science	1301	Fiaccone & Sudovsky
Social Studies	1104	Connelly & Thomas
CTE	TECC- East	Jason Cooper
World Languages	Lamar Middle School	Ashli w/ WL

KMS PLC COLLABORATIVE AGENDA

Department: ELA

DATE: September 2, 2022   **Attendance:**

Facilitator: Krol & Solon

Content Area/topic: STAAR reading data analysis

Review Department Norms with your team before beginning.

What is the goal of our PLC: To have a better understanding of what

our current students in our ELA classes know & don't know.

4 Questions of a PLC: (which question is the focus of the PLC)

____ What do we want our students to learn?

__x__ How will we know that they are learning it?

____ How will we respond when they don't learn?

____ How will we respond when they already know it?

Notes/Data Used:

teachers will receive a yellow folder with the following:

1) Article
2) Current Grade Level STAAR Test
3) Previous year's STAAR test
4) Answer Keys for both STAAR tests
5) Item Analysis for both STAAR tests
6) Use ATLAS protocol

After taking the STAAR test, teachers will go through a data analysis.

STEPS to highlight: (depends on the data)

Highlight in PINK if more students got the question incorrect than correct. This is a misconception.

Highlight in ORANGE if all answer percentages are similar.

Highlight in Yellow if 70%-90% got the question correct.

Highlight in GREEN if 90% or more got the question correct.

Findings in the data:

TEKS with misconceptions (list TEKS & student expectation)

TEKS with confusion (list TEKS & student expectation)

TEKS with high levels of mastery (how can we use this learning to support areas of needed growth?)

6th Grade

TEKS	Student expectation (summarized)	What the likely problem is
5.9Dii/5.10B	Organizational Patterns	Finding author's purpose for the given text structure. Identifying text structure for a range of paragraphs

		only.
5.7.C	Using Text Evidence	Students struggle to connect direct text evidence to support their thinking, or picking the "most correct" text evidence/wording of question as "which sentence best describes/supports/explains.." is confusing, as multiple answers could be possibly be correct
5.8.B	Character relationship/conflict	Genre of story may have made it more difficult to relate to the characters (folktale)
5.6.F	Inferences and Using Evidence	Students may struggle with inference (gussing) and because they are required to look at multiple paragraphs for an answer. May struggle to pick a "Most correct" answer since it can be subjective in nature.
5.7.D	Summary	Only tested once, was last question on the test/ students struggle to evaluate the best summary of a story
5.8.C	Plot Elements	Did well with all plot questions except when asked within a poem. Asked about the resolution to the poem.
5.6.E	Text Connections (Paired Passage)	Students scored well on questions about each individual text, but struggled with the questions comparing the two text/ The verbiage comparing "the selection" to the poem is confusing for students/students miss the distinction of "both" texts or how they "differ"
5.6.G	Key Ideas from details	One answer choice was similar and a distractor to the real answer choice. Paying attention to details in the wording of answer choices.

Academic Vocabulary to review: excerpt, selection, author's purpose, infer, resolution, Organizational structure, central idea, key idea, claim, support (evidence)

Next Steps: review, practice with summary, more practice with paired passages and cross text connections

7th Grade

TEKS	Student expectation (summarized)	What the likely problem is	Instructional Ideas
6.9.C	Print/graphic features	Students went back to the passage and looked for evidence instead of map	Increase exposure

6.6.D	Text Support	Tricky language-"overestimates" Taken out of context	More IR should help with this!
6.7.A	Inferencing across texts	"Major theme" (differentiating between major themes and sub themes Abstract story	Provide a portion of the text and ask about the major theme as supported by the text and the sample portion
6.2.B	Context clues	Didn't use dictionary	Practice using resources to identify unknown language.
6.9.D	Figurative Language	Poetry Personification	Focus on the PURPOSE of figurative language
6.5.H	Synthesize	Complicated language? Misread 1 or 4 vs 1-4? "Conclude"	Pulling two sentences or paragraphs from the passages: "What can the reader conclude based on these sentences/paragraphs?"

Academic Vocabulary to review:

8th Grade

TEKS	Question #	Student expectation (summarized)	What the likely problem is
7.5.E	27	Make connections	Vocabulary
7.5.F	36	Make inferences & use text evidence to support	Other answer choices are true throughout the text, but not in the referred to paragraph
7.5.G	37	Evaluate details to determine key ideas	Quoted sentence doesn't mention any negative words, however correct answer choice does (avoid)
7.7.A	19	Infer multiple themes across texts	Theme vs. details
7.7.D	32	Determine how setting influences plot	Using the text disprove certain answer choices
7.8.C	15	Analyze how playwrights develop characters	Inferential vs. contextual answers (both choices answered the question, so Ss had to know to

			choose the contextual answer.
7.9.B	35	Analyze how text structure contribute to author's purpose	Correct answer refers to a different organizational structure than the question
7.9F	22	Mood, tone, & voice	Vocabulary (abandonment)

Academic Vocabulary to review: Character development, dialogue, theme, mood, contribute, sense of-, setting, plot, organizational structure, cause and effect, inference, key ideas

ACTIONS: (What changes will I make in my instructional design to meet the needs of my students?)

Touch on plays prior to unit 3. Or…do more smaller ones.

Review themes/mood/tone frequently throughout the year.

Review text structures.

What are the next steps for this PLC?