**R!**

 

**Today’s Date**: 9/10/2018 **Date of Assessment**: 9/7/2018 **Scoring Calibration:** 9/7/2018

**PLC:** ELA 8 **Standards Tested:** RL1, RL2, W2 **Unit:** 1 – Response to Literature

**Proficiency:** Students will handwrite responses in two clear paragraphs (intro & body). The response will clearly identify a theme, provide reasons to support that theme, include sufficient evidence that is ranked and cited correctly, and students will demonstrate an ability to elaborate on and explain how the selected evidence supports and relates to the theme. The writing must include sentence starters and use transitions, and incorporate varied sentence choices. Additionally, the writing will have only minor punctuation, capitalization & grammar errors.

**Smart Goal:** Based on the CSA responses written by students on 9/7, students will score “meets standard” (3) in each skill as indicated below:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RL2 W2 | RL2W2 | W2 | RL2 W2 | W2 | RL1 W2 | RL1 W2 | RL1W2 | RL1/ W2 | RL1 W2 | W2 | W2 |
| **INTRO** | **INTRO** | **INTRO** | **INTRO** | **INTRO** | **BODY** | **BODY** | **BODY** | **BODY** | **BODY** | **ORG** | **ORG** |
| Determine theme | Create claims  | hook | IVF + Summary  | thesis | Identify relevant evidence | Restate and Answer question | Cite evidence | Explain evidence: paraphrase  | Explain evidence: describe  | effective transitions | writing has clear structure |
| **50%** | **20%** | **30%** | **30%** | **20%** | **50%** | **35%** | **35%** | **20%** | **20%** | **25%** | **30%** |
| **34%** | **17%** | **31%** | **42%** | **15%** | **42%** | **24%** | **11%** | **24%** | **18%** | **43%** | **41%** |

**SMART Goal Met?** [ ]  Yes [x]  No

**Lesson Design Reflection:**

* In terms of design, our lessons improved with the Paraphrase and Describe lessons, after the clarity of focus we gleaned from our productive PLC day
* Results reflect an increase in student knowledge after we focused on lesson design

**Lesson Delivery Reflection:**

* Inconsistencies in classes getting to independent practice class to class and teacher to teacher created inconsistencies in the delivery
* Lesson delivery improved after lesson design training because we were able to focus on strategies when the lesson was designed with more clarity

**What is our response for those students who DID NOT demonstrate learning?**

* Skill building classes, clear lessons, small group, making independent practice a priority and seeing that it’s consistently applied.

**What is our response for those students who DID demonstrate learning?**

* Skill building, increased application of independent practice with challenge activities integrated for when independent practice is finished

**Plan for feedback, skill building and revision/retest:**

Students will receive detailed feedback forms on Tuesday. Based on data, students need skill building support as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | *TeVelde & Oliveira* | *Alanzalon* | *Swafford* |
| **TUESDAY 9/11** | Theme | Restate & answer | Intro paragraph |
| **WEDNESDAY 9/12** | Claims | Cite evidence | Body paragraph |
| **THURSDAY 9/13** | Thesis | Paraphrase evidence | Whole task practice |

Students will use their feedback form and revise their original CSA as a retest on **Friday 9/14**, then complete a self-reflection and an extension activity to apply their skill building practice.

**After feedback, skill building and revision/retest:** **SMART Goal Met?** [x]  Yes [ ]  No

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SKILLS** | Determine theme | Create claims  | hook | IVF + Summary  | thesis | Identify relevant evidence | Restate and Answer question | Cite evidence | Explain evidence: paraphrase  | Explain evidence: describe  | effective transitions | writing has clear structure |
| **SMART GOALS** | **50%** | **20%** | **30%** | **30%** | **20%** | **50%** | **35%** | **35%** | **20%** | **20%** | **25%** | **30%** |
| **BEFORE SKILL BUILDING** | **34%** | **17%** | **31%** | **42%** | **15%** | **42%** | **24%** | **11%** | **24%** | **18%** | **43%** | **41%** |
| **AFTER SKILL BUILDING** | **67%** | **40%** | **64%** | **70%** | **41%** | **58%** | **50%** | **36%** | **45%** | **37%** | **74%** | **67%** |