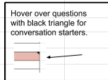


Rubric

Writing

Date
School
Team

What did you learn from revisiting last year's TACA form? [1]



SMART Goal(s) Fall

N/A

SMART Goal(s) Winter

By the end of unit 2, 95% of students will perform at level 2 on the drawing portion as measured by WRSD Writing Developmental Scale. The remaining 5% of students will be able to demonstrate adding details with teacher prompts

SMART Goal(s) Spring

By the end of unit 3, 75% of students will be at a level 3 on the drawing portion (draw a story that includes a character and a setting or significant event/detail) as measured by the WRSD Writing Developmental Scale. The remaining 25% will be able to draw a story with a character and detail.
RESULT - 62% of students scored a level 3 or beyond on the drawing portion.

Power Standard(s)

Fall - W/S talk about picture/story after drawing. Draw myself/character using shapes. Plays at writing, knows print has meaning.
Winter - Answers important questions about story (character, setting, event). Can draw a recognizable picture with at least 1 detail. Attempts to copy one or more letterlike forms/letters
Spring - Tells a story with important details to match picture through teacher questioning. Draws a picture that includes a character and a setting or significant event (detail). Includes writing with letterlike forms and/or letter strings and ids them as words.

What parts of the standard or learning targets did our students do well with? Which assessment items? [2]

Team Generated Formative Assessments
Fall District Post Assessment-Did really well with drawing, more time was spent on drawing shapes, adding details, etc. Saw growth in drawings, looking back on Family Connection drawing. Did great on the oral language piece.
Winter District Post Assessment-recognizable pictures, more thoughtful, taking more time, 3rd person drawing (not including themselves in their drawing).
Spring District Post Assessment- Not pushing writing in the Fall, students were able to progress more naturally. Spending time teaching about characters, setting, etc was beneficial. Directed drawing books have helped direct more details in drawing. Using directed drawing books to tell stories.

What instructional strategies and/or lessons supported student success? [3]

Team Generated Formative Assessments
Fall District Post Assessment
Winter District Post Assessment - modeling, small groups writing together, kids draw their choice time activity & what they are proud of, draw using the colors they want and not focus on coloring in
Spring District Post Assessment- Directed drawing books have helped direct more details in drawing. Using directed drawing books to tell stories. A rubric for the students to make sure they are putting what they ended in their writing. Relating stories to what they like to do in their lives so it connects to themselves more. Mat man helps to draw a recognizable person. Made writing "optional". Let students choose to do their writing to help keep them interested. Consistency and checklists.

What misconceptions do we see in student work? [4]

Team Generated Formative Assessments
Fall District Post Assessment-Teacher misconceptions, clarifying the rubric. Their ability sometimes doesn't match how they perform on assessment. Rushing through. Some have written letters but aren't connecting it to their "story".
Winter District Post Assessment - where to put their writing, "pushing" them to write too early
Spring District Post Assessment- Many students refusal to try. Developmental progression with drawing. Lack of confidence in writing. Kids don't have as much experience coloring.

What concepts, skills, or reasoning do students need to become proficient? [5]

Team Generated Formative Assessments
Fall District Post Assessment-Fine motor skills, drawing shapes, more opportunities for them to draw when they want to draw. When they draw what they want to their stories and details are more in depth. Stamina. Make the connection between events/activities and sharing on paper.
Winter District Post Assessment
Spring District Post Assessment- Confidence. Time for kids to develop. Casual experiences with writing. Giving many opportunities to experience writing. Model.

Which students did not master essential standards?

See Teacher Tabs for KID by KID Data

How will we provide extra time and support for unlearned skills? - What are we going to do about it? How will we check for success?

Team Generated Formative Assessments
Fall District Post Assessment-Clipboards in each center and writing utensils accessible, opportunities to draw in all of their play. Small group directed draw, shapes, mat man. Modeling, have them retell your story. Drawing clear pictures.
Winter District Post Assessment - see Fall
Spring District Post Assessment

Which students mastered the skills?

See Teacher Tabs for KID by KID Data

How will we support these learners in need of enrichment? - What are we going to do about it?

Team Generated Formative Assessments
Fall District Post Assessment-Add more events, details. Add writing. Lined paper if ready.
Winter District Post Assessment
Spring District Post Assessment

Do we need to tweak or improve the assessment?

Team Generated Formative Assessments
Fall District Post Assessment-Revist in Winter, practice with rubric, clear up questions
Winter District Post Assessment - finalize the recording sheet
Spring District Post Assessment- Continue working on a common rubric.

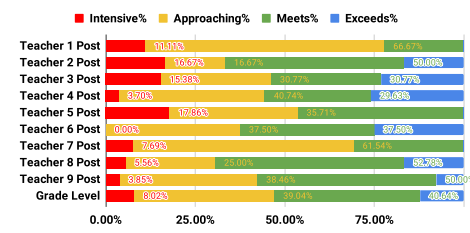
Analyze

Design Support

Fall - Oral

	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Writing
Intensive	1	1	2	1	5	0	2	2	1	15
Approaching	6	1	4	11	16	6	16	9	10	73
Meets	2	3	4	8	13	6	8	19	13	76
Exceeds	0	1	3	7	0	4	0	6	2	23
Total	9	6	13	27	28	16	26	36	26	187
Intensive%	11.11%	16.67%	15.38%	3.70%	17.86%	0.00%	7.69%	5.56%	3.85%	8.02%
Approaching%	66.67%	16.67%	30.77%	40.74%	57.14%	37.50%	61.54%	25.00%	38.46%	39.04%
Meets%	22.22%	50.00%	30.77%	29.63%	46.43%	37.50%	30.77%	52.78%	50.00%	40.64%
Exceeds%	0.00%	16.67%	23.08%	25.93%	0.00%	25.00%	0.00%	16.67%	7.69%	12.30%

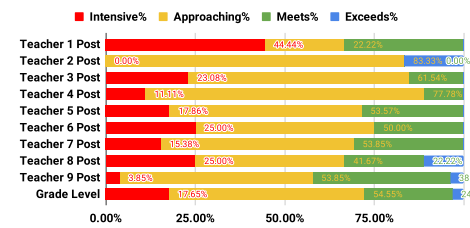
Fall Oral



Fall - Drawing

	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Drawing
Intensive	4	0	3	3	5	4	4	9	1	33
Approaching	2	5	8	21	15	8	14	15	14	102
Meets	3	0	2	3	8	4	6	8	10	46
Exceeds	0	1	0	0	0	0	0	4	1	6
Total	9	6	13	27	28	16	26	36	26	187
Intensive%	44.44%	0.00%	23.08%	11.11%	17.86%	25.00%	15.38%	25.00%	3.85%	17.65%
Approaching%	22.22%	83.33%	61.54%	77.78%	53.57%	50.00%	53.85%	41.67%	53.85%	54.55%
Meets%	33.33%	0.00%	15.38%	11.11%	28.57%	25.00%	30.77%	22.22%	38.46%	24.60%
Exceeds%	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%	0.00%	11.11%	3.85%	3.21%

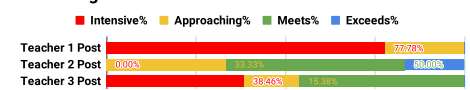
Fall Drawing



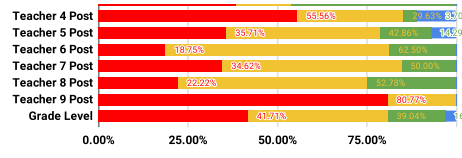
Fall - Writing

	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Language
Intensive	7	0	5	15	10	3	9	8	21	78
Approaching	2	2	2	8	12	10	13	19	5	73
Meets	0	3	6	1	4	3	4	9	6	30
Exceeds	0	1	0	3	2	0	0	0	0	6

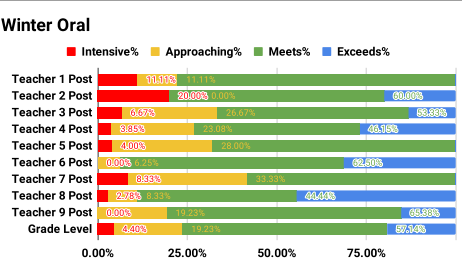
Fall Writing



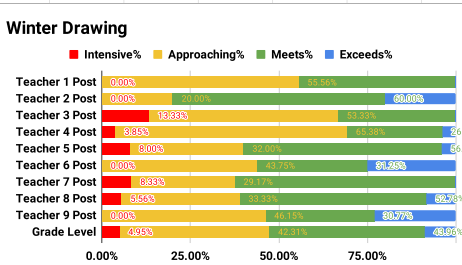
Total	9	6	13	27	28	16	26	36	26	187
Intensive%	77.78%	0.00%	38.46%	55.56%	35.71%	18.75%	34.62%	22.22%	80.77%	41.71%
Approaching%	22.22%	33.33%	15.38%	29.63%	42.86%	62.50%	50.00%	52.78%	19.23%	39.04%
Meets%	0.00%	50.00%	46.15%	3.70%	14.29%	18.75%	15.38%	25.00%	0.00%	16.04%
Exceeds%	0.00%	16.67%	0.00%	11.11%	7.14%	0.00%	0.00%	0.00%	0.00%	3.21%



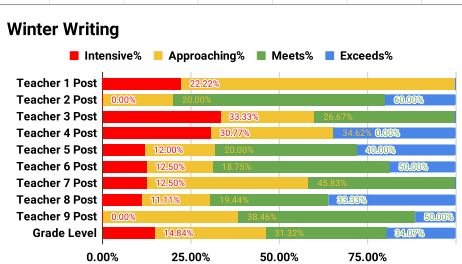
Winter Oral										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Writing
Intensive	1	1	1	1	1	1	2	1	0	8
Approaching	1	0	4	6	7	1	8	3	5	35
Meets	7	3	8	12	17	10	14	16	17	104
Exceeds	0	1	2	7	0	5	0	16	4	35
Total	9	5	15	26	25	16	24	36	26	182
Intensive%	11.11%	20.00%	6.67%	3.85%	4.00%	0.00%	8.33%	2.78%	0.00%	4.40%
Approaching%	11.11%	0.00%	26.67%	23.08%	28.00%	6.25%	33.33%	8.33%	19.23%	19.23%
Meets%	77.78%	60.00%	53.33%	46.15%	68.00%	62.50%	58.33%	44.44%	65.38%	57.14%
Exceeds%	0.00%	20.00%	13.33%	26.92%	0.00%	31.25%	0.00%	44.44%	15.38%	19.23%



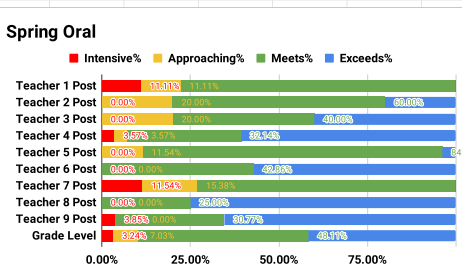
Winter Drawing										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Language
Intensive	0	0	2	1	2	0	2	2	0	9
Approaching	5	1	8	17	8	7	7	12	12	77
Meets	4	3	5	7	14	5	15	19	8	80
Exceeds	0	1	0	1	1	4	0	3	6	16
Total	9	5	15	26	25	16	24	36	26	182
Intensive%	0.00%	0.00%	13.33%	3.85%	8.00%	0.00%	8.33%	5.56%	0.00%	4.95%
Approaching%	55.56%	20.00%	53.33%	65.38%	32.00%	43.75%	29.17%	33.33%	46.15%	42.31%
Meets%	44.44%	60.00%	33.33%	26.92%	56.00%	31.25%	62.50%	52.78%	30.77%	43.96%
Exceeds%	0.00%	20.00%	0.00%	3.85%	4.00%	25.00%	8.33%	23.08%	15.38%	8.79%



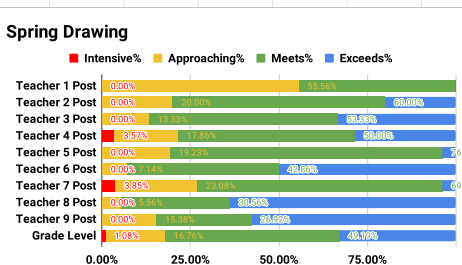
Winter Writing										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Language
Intensive	2	0	0	3	5	3	4	0	0	27
Approaching	7	1	4	9	5	3	11	7	18	57
Meets	0	3	6	8	10	8	18	12	13	62
Exceeds	0	1	0	0	1	4	0	13	3	36
Total	9	5	15	26	25	16	24	36	26	182
Intensive%	22.22%	0.00%	0.00%	30.77%	12.00%	12.50%	11.11%	0.00%	0.00%	14.84%
Approaching%	77.78%	20.00%	26.67%	34.62%	20.00%	18.75%	19.44%	19.44%	31.32%	31.32%
Meets%	0.00%	60.00%	40.00%	30.77%	40.00%	50.00%	41.67%	33.33%	50.00%	34.07%
Exceeds%	0.00%	20.00%	0.00%	34.62%	28.00%	18.75%	0.00%	36.11%	11.54%	19.78%



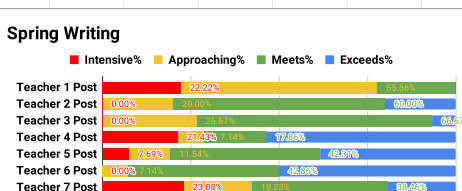
Spring Oral										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Writing
Intensive	1	1	0	1	0	0	3	0	1	6
Approaching	1	1	3	1	3	0	4	0	0	13
Meets	7	3	6	9	22	5	15	9	8	89
Exceeds	0	1	0	17	1	13	0	7	12	77
Total	9	5	15	28	26	14	26	36	26	185
Intensive%	11.11%	20.00%	0.00%	3.57%	0.00%	0.00%	11.54%	0.00%	3.85%	3.24%
Approaching%	11.11%	20.00%	20.00%	3.57%	11.54%	0.00%	15.38%	0.00%	0.00%	7.03%
Meets%	77.78%	60.00%	40.00%	32.14%	84.62%	42.86%	73.08%	25.00%	30.77%	48.11%
Exceeds%	0.00%	20.00%	40.00%	60.71%	3.85%	57.14%	0.00%	75.00%	65.38%	41.62%



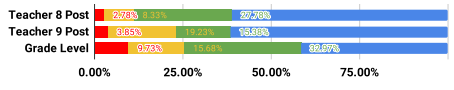
Spring Drawing										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Language
Intensive	0	0	0	1	0	0	1	0	0	2
Approaching	5	1	2	5	5	1	6	2	4	31
Meets	4	3	8	14	28	6	18	11	7	91
Exceeds	0	1	5	3	1	7	1	22	15	61
Total	9	5	15	28	26	14	26	36	26	185
Intensive%	0.00%	0.00%	0.00%	3.57%	0.00%	0.00%	3.85%	0.00%	0.00%	1.08%
Approaching%	55.56%	20.00%	13.33%	17.86%	19.23%	7.14%	23.08%	5.56%	15.38%	16.76%
Meets%	44.44%	60.00%	53.33%	50.00%	76.92%	42.86%	69.23%	30.56%	26.92%	49.19%
Exceeds%	0.00%	20.00%	33.33%	28.57%	3.85%	50.00%	3.85%	63.89%	57.69%	32.97%



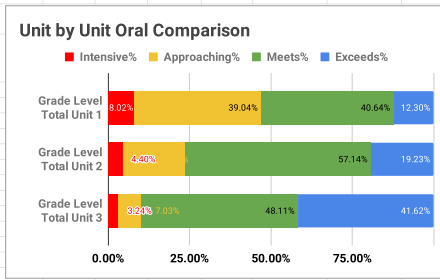
Spring Writing										
	Teacher 1 Post	Teacher 2 Post	Teacher 3 Post	Teacher 4 Post	Teacher 5 Post	Teacher 6 Post	Teacher 7 Post	Teacher 8 Post	Teacher 9 Post	Grade Level Total Oral Language
Intensive	2	0	0	6	2	0	6	1	1	18
Approaching	5	1	4	2	3	1	5	3	5	29
Meets	2	3	10	5	11	6	16	10	4	61
Exceeds	0	1	1	15	10	7	5	22	16	77
Total	9	5	15	28	26	14	26	36	26	185
Intensive%	22.22%	0.00%	0.00%	21.43%	7.69%	0.00%	23.08%	2.78%	3.85%	9.73%
Approaching%	55.56%	20.00%	26.67%	7.14%	11.54%	7.14%	19.23%	8.33%	19.23%	15.88%
Meets%	22.22%	60.00%	66.67%	17.86%	42.31%	42.86%	38.46%	27.78%	15.38%	32.97%



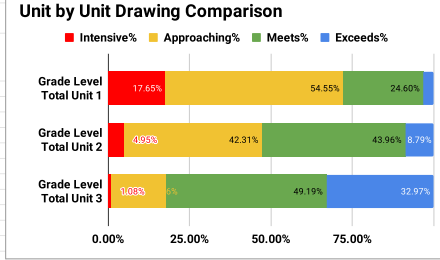
Exceeds%	0.00%	20.00%	6.67%	53.57%	38.46%	50.00%	19.23%	61.11%	61.54%	41.62%
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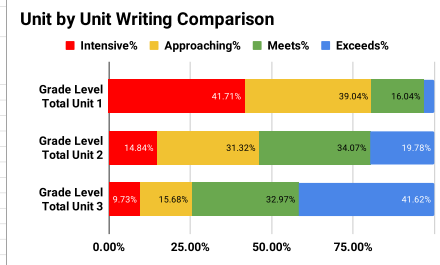
Unit By Unit Grade Level Comparison Oral			
	Grade Level Total Unit 1	Grade Level Total Unit 2	Grade Level Total Unit 3
Intensive	15	8	6
Approaching	73	35	13
Meets	76	184	89
Exceeds	23	35	77
Total	187	182	185
Intensive%	8.02%	4.40%	3.24%
Approaching%	39.04%	19.23%	7.03%
Meets%	40.84%	57.14%	48.11%
Exceeds%	12.30%	19.23%	41.62%



Unit By Unit Grade Level Comparison Drawing			
	Grade Level Total Unit 1	Grade Level Total Unit 2	Grade Level Total Unit 3
Intensive	33	9	2
Approaching	102	77	31
Meets	46	88	91
Exceeds	6	16	61
Total	187	182	185
Intensive%	17.65%	4.95%	1.08%
Approaching%	54.55%	42.31%	16.76%
Meets%	24.60%	43.96%	49.19%
Exceeds%	3.21%	8.79%	32.97%



Unit By Unit Grade Level Comparison Writing			
	Grade Level Total Unit 1	Grade Level Total Unit 2	Grade Level Total Unit 3
Intensive	78	27	18
Approaching	73	57	29
Meets	30	62	61
Exceeds	6	36	77
Total	187	182	185
Intensive%	41.71%	14.84%	9.73%
Approaching%	39.04%	31.32%	15.68%
Meets%	16.04%	34.07%	32.97%
Exceeds%	3.21%	19.78%	41.62%



[1] Talk about this as a team at the beginning of a unit.

Reflect on your learning from last year before you get going this year to help start the planning process.

- [2] 1. Start with the standards.
2. Move to your unit plan learning targets.
3. Look at the assessment data.

[3] Visit your unit plan to review what you did.
Cut and paste into your TACA what strategies and lessons were successful.
Add additional thinking from your team.

Some Strategy Ideas to Guide Conversation:

- *engagement
- *student talk
- *Reading Strategies
- *Writing Strategies
- *Strategies That Work/ Reading With Meaning
- *GLAD Strategies
- *thinking
- *problem solving
- *feedback
- *self-assessment

[4] What concepts are confusing learners?
What do they have faulty beliefs about?

Examples

Learners are mixing up main idea and theme.
Learners use background knowledge instead of text evidence.
Learners believe all quotes have equal value in writing.

[5] Here's what they need...

formative?
post?