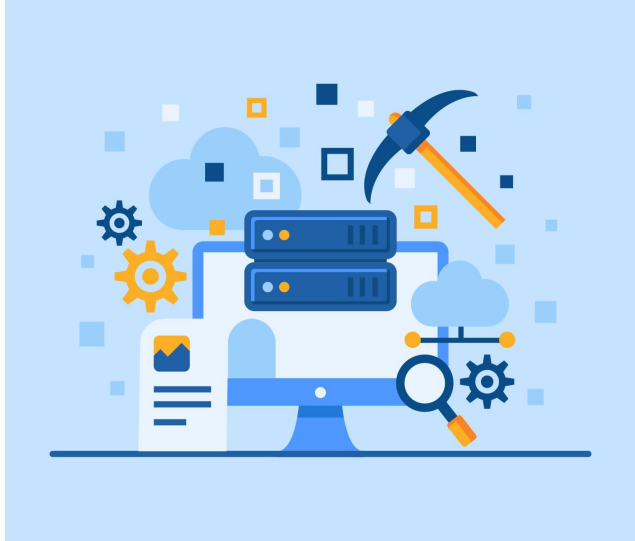# ELA MAP DATA Mine

Winter 2021
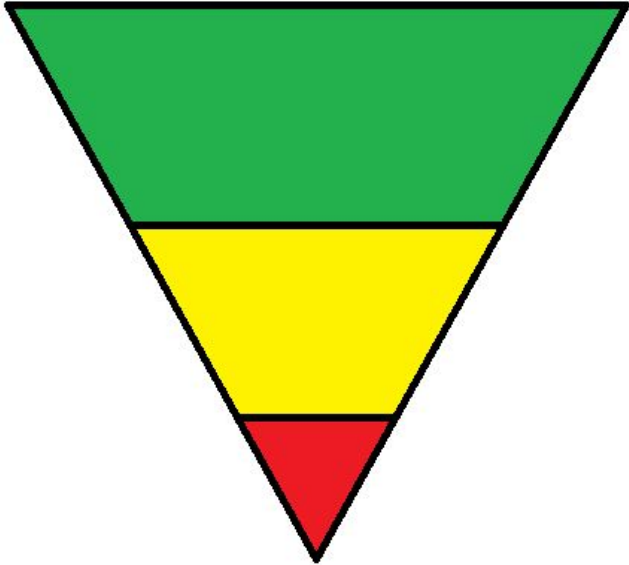**Tiers 1 & 2**

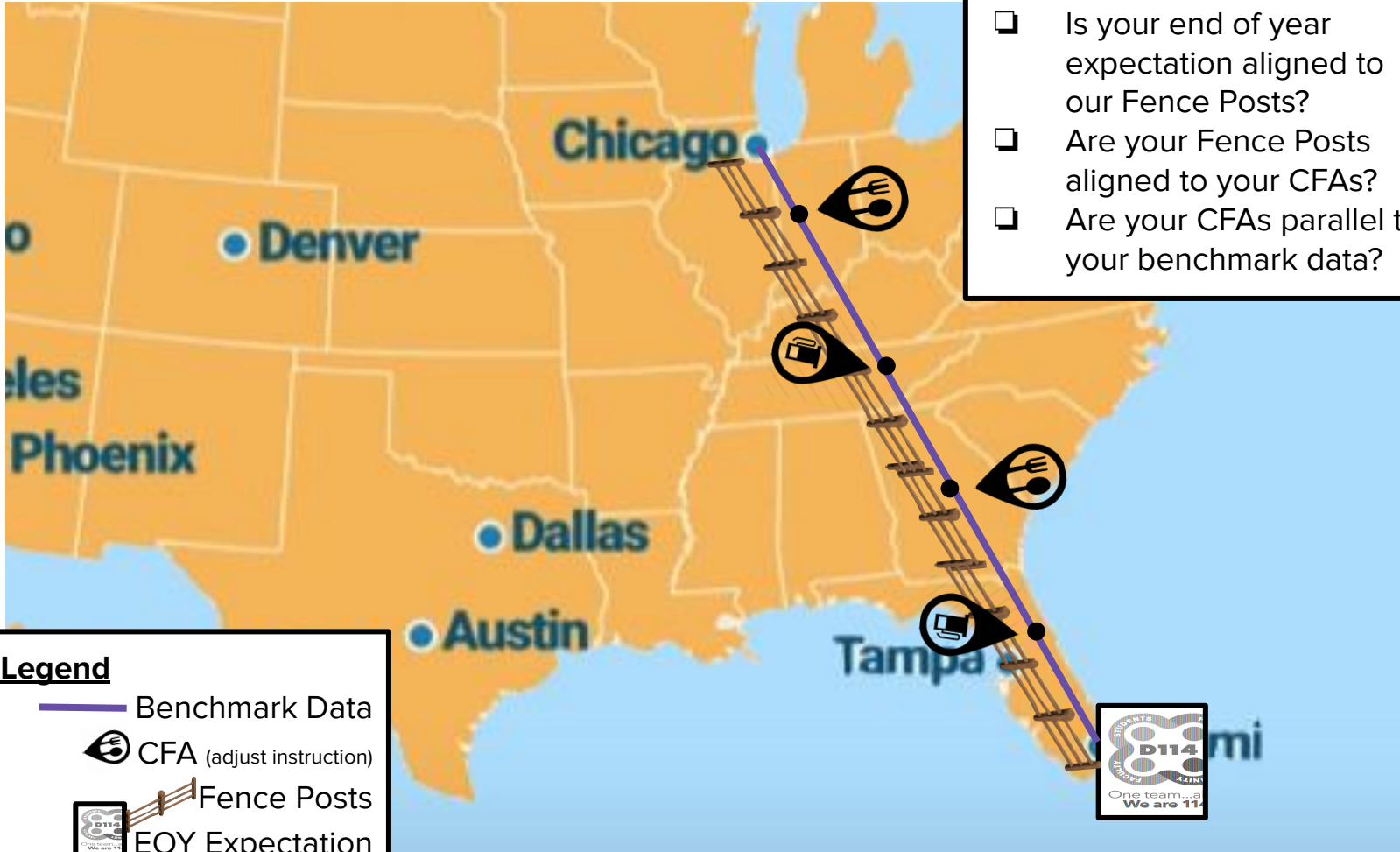# Intended Outcome

Intended Outcomes:

- Identify patterns and themes in benchmark data
- Gain clarity of big picture teaching and learning

Why?

- Inform Tier 1 instruction
- Calibrate Tier 2 instruction

What?

- ❏ Is your end of year expectation aligned to our Fence Posts?
- ❏ Are your Fence Posts aligned to your CFAs?
- ❏ Are your CFAs parallel to your benchmark data?

Legend

—— Benchmark Data

CFA (adjust instruction)

Fence Posts

EOY Expectation

Fence Posts (R-10 Read and comprehend grade level text.)

A & B - Literary Texts	C & D - Informational Texts
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI-1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RI-2: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.
RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RI-4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	RI-6: Assess how point of view or purpose shapes the content and style of a text.

Here's what...

4th Grade — Tiers 1 & 2: Above 10th %ile

of students' lowest score

(A) Literary Text *Ideas & Details*	(B) Literary Text *Language, Craft, & Structure*	(C) Informational Text *Ideas & Details*	(D) Informational Text *Language, Craft, & Structure*	(E) * Vocabulary *Acquisition & Use*
11	9	11	8	20
(A/B) Literary Text	(A/C) Ideas & Details *	(C/D) Informational Text	(B/D) *Language, Craft, & Structure*	
20	22	19	17	*Green = area of focus?*

So what?

Ideas - knowing this, big umbrella data - how does this drive your everyday class and how does this relate to end of year fenceposts? (*do this for each grade to guide discussion/give examples)

6th Grade Tiers 1 & 2: Above 10th %ile

of students' lowest score

(A) Literary Text *Ideas & Details*	(B) Literary Text *Language, Craft, & Structure*	(C) Informational Text *Ideas & Details*	(D) Informational Text *Language, Craft, & Structure*	(E) * Vocabulary *Acquisition & Use*
15	17	16	15	17
(A/B) Literary Text	(A/C) Ideas & Details *	(C/D) Informational Text	*(B/D)* *Language, Craft, & Structure*	
32	31	31	32	***Pretty equal distribution***

7th Grade Tiers 1 & 2: Above 10th %ile

of students' lowest score

(A) Literary Text *Ideas & Details*	(B) Literary Text *Language, Craft, & Structure*	(C) Informational Text *Ideas & Details*	(D) Informational Text *Language, Craft, & Structure*	(E) * Vocabulary *Acquisition & Use*
16	15	18	11	13
(A/B) Literary Text	(A/C) Ideas & Details *	(C/D) Informational Text	(B/D) *Language, Craft, & Structure*	
31	34	29	26	***Green = Areas of Focus?**

8th Grade Tiers 1 & 2: Above 10th %ile

of students' lowest score

(A) Literary Text *Ideas & Details*	(B) Literary Text *Language, Craft, & Structure*	(C) Informational Text *Ideas & Details*	(D) Informational Text *Language, Craft, & Structure*	(E) * Vocabulary *Acquisition & Use*
17	19	18	14	11
(A/B) Literary Text	(A/C) Ideas & Details *	(C/D) Informational Text	(B/D) *Language, Craft, & Structure*	
36	35	32	33	*Green = Areas of Focus*