

The background is an abstract, textured composition of brushstrokes. It features a mix of colors including shades of green, yellow, orange, and red, with some darker, more saturated areas. The overall effect is that of a hand-painted or watercolor-style background.

Pre-K 4 Team



Bilingual and ESL PK-4 Team

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Agenda

5-10-21

- Norms
- Celebrations
- EOY Circle Testing-
Where are we?
Questions???
- Review Essential Skills
Data
- Guidelines for upcoming
weeks
- End of Year Completion
Ceremony
- Questions for Ms. Dickson



Our Team Norms

1

Presuming
Positive
Intentions:
Seeking What's
Right Before
Determining
That Anything
Might Be

2

Paraphrasing:
Restating Ideas
to Promote
Clarity and
understanding.

3

Paying
Attention to Self
and Others:
Attending to
Feeling and
Dynamics for
self and others

Our SMART Goal

Every student
will learn 20
capital letters
and 20
lowercase
letters

Every
Student will
produce 20
letter
sounds.

How we created our Common Formative Assessments?

As a team we reviewed the Pre-K4 Guidelines and determined which guidelines had the most profound effect on our students learning. We selected ones the students would use in future grades.

We looked at our competencies and what they would need to know to be successful for the following year.

Essential skills We Wanted Our Students to know?

Based on our TEA Pre-K Guidelines :

- V.A.2. Child uses words to rote count from 1-30
- V.A.9. Child recognizes one-digit numerals, 0-9
- III.D.1. Child retells or reenacts a story after it is read out loud
- III.C.3. Child produces at least 20 distinct-letter sound correspondence in the language of instruction
- III.C.1. Child names at least 20 upper and at least 20 lower case

What we use to assess?

- Each six weeks we have different competencies we use to assess for focused guidelines and report card grades
- We use a report card supplement for letters and numbers. We use the same PowerPoint and present the same questions and with the same number of allowances to ensure equity and valid data
- We administer Circle Test 3 times a year

How we ask?

- We wanted to be sure that we were all asking the same questions
 - What we ask for each assessment:
 - Letters: Students are shown the PowerPoint and asked to name each letter as it comes on the screen. A total of two tries are allowed for each letter.
 - Counting: Can you count for me? Prompt 1: Ready, Prompt 2: We start at 1..... Students are allowed to count until there is an error in their counting they are allowed to self-correct
- *5 seconds wait time for each question asked

Pre-K 4 Data

5th: Identifies 20 CAPITAL Letters

2	7%
2	7%
1	3%
2	7%
23	77%
30	
	30

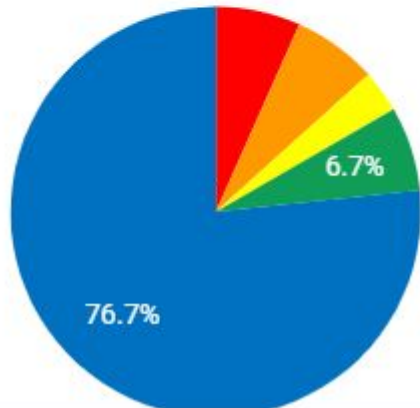
5th: Identifies 20 Lower Case Letters

2	7%
2	7%
1	3%
2	7%
23	77%
30	
	30

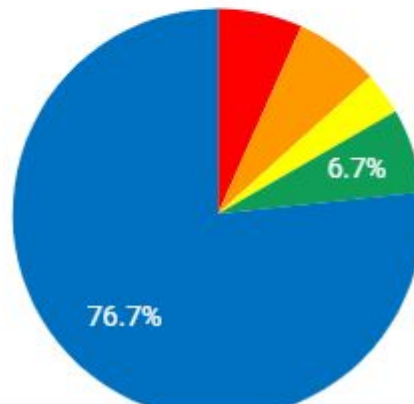
5th: Produces 20 Letter Sounds

1	3%
5	17%
0	0%
0	0%
24	80%
30	
	30

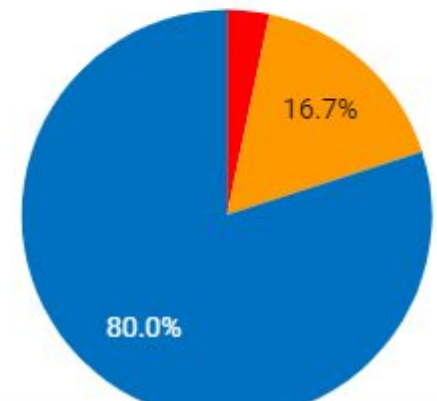
5th CAPITAL



5th lower



5th sounds



Questions from our team

- How do you have data talks or goal setting with 4-year-olds?
Any suggestions for short term goals?
- How do we keep on track with CFA and not take away from authentic learning opportunities, but still align lessons with assessments and not teach to the test?
- Should we answer the four questions every week since data is gathered every 6 weeks?
- Developmentally approximate expectations: vertical alignment with Pre-K3 and Pre-K4
- How do we navigate a new curriculum and integrate activities that have proven to help our kids be successful?

Continuing to Work On

- We want to develop activities that continue to provide rigor and help promote confidence and support future learning