

OACSD Common Quarterly Assessment Summary MP #1(2019)

Team: OAMS- ELA Department	Assessment: Personal Narrative Coached Piece
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6th Grade Overall Summary (total students)

% of Students <u>Below</u> Proficiency 1s and 2s	% of Students <u>Meeting</u> Proficiency 3s	% of Students <u>Exceeding</u> Proficiency 4s
<u>Overall 6th:</u> 39/156=25%	<u>Overall 6th:</u> 73/156= 47%	<u>Overall 6th:</u> 44/156= 28%

Unit Learning Targets and Class Proficiency

Learning Target	Class Proficiency Scores
<p><u>Colleen Koprevich- 6th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their personal narrative coached piece. 	<p><u>Exceeding (4's):</u> 24/78= 31%</p> <p><u>Meeting (3's):</u> 40/78= 51%</p> <p><u>Below (2's & 1's):</u> 14/78= 18%</p>
<p><u>Stefanie Wieckhorst- 6th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their personal narrative coached piece. 	<p><u>Exceeding (4's):</u> 20/78=26%</p> <p><u>Meeting (3's):</u> 33/78=42%</p> <p><u>Below (2's & 1's):</u> 25/78=32%</p>

Reflections (6th Grade)

Successes:

- Students were able to create leads that interested the reader and hinted at the deeper meaning of the PN.
- Students attempted to use figurative language and sensory details to describe their moments.
- Students attempted to use more meaningful and natural transition words and phrases.
- Students also used meaningful internal thinking that went along with the actions of their PNs.
- Students used dialogue to develop themselves as the characters of their PNs.

Challenges:

- Students struggled with conclusions and tying in to the deeper meaning.
- Students struggled with identifying parts of their PNs that really mattered and that could be stretched out to show suspense.
- Students needed more time to edit and revise their pieces. Many pieces needed more editing of sentence structure and paragraphing.

Solutions/ Next Steps:

- Structure more mini-lessons on sentences structure, paragraphing, and organizing ideas.
- Use student samples as part of the mentor text packet.
- Have students highlight ways that other writers wrote their conclusions- identify the method and try two or three on their own (similar to what we do with leads).
- Have students identify ways other writers uses suspense in their writing- identify how they did it.

OACSD Common Quarterly Assessment Summary

Team: OAMS- ELA Department	<u>Assessment:</u> Narrative Coached Piece (realistic fiction story)
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7th Grade Overall Summary (159 total students)

% of Students <u>Below</u> Proficiency ≤ 65	% of Students <u>Meeting</u> Proficiency 65-84	% of Students <u>Exceeding</u> Proficiency ≥ 85
<u>Overall 7th:</u> 16%	<u>Overall 7th:</u> 47%	<u>Overall 7th:</u> 37%

Unit Learning Targets and Class Proficiency

Learning Target	Class Proficiency Scores
<p><u>Brianna Smith- 7th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their narrative coached piece 	<p><u>Exceeding</u> (4's): 23 / 44.2%</p> <p><u>Meeting</u> (3's): 30 / 55.6%</p> <p><u>Below</u> (2's & 1's): 1 / .2%</p> <p><u>54 students</u></p>
<p><u>Andrea Hessell- 7th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their narrative coached piece 	<p><u>Exceeding</u> (4's): 37/ 35%</p> <p><u>Meeting</u> (3's): 44/ 42%</p> <p><u>Below</u> (2's & 1's): 24/ 23%</p>

Reflections (7th Grade)

Successes:

-Many students did well with sensory language and indirect characterization thanks to the writer's notebook entries.

Challenges:

-Sentence structure made understanding student ideas difficult.
-Focus in writing. We did have a set-up, mix-up, fix-up graphic organizer before writing, yet many students did not have a purpose to their story; there was no theme and no reason for the described events; no connection between events.

Solutions/Next Steps:

-Work on sentence structure. Enforce punctuation at the end of sentences.
-Continue to work on paragraphing. Introduced TOPIC for this assessment, look up other strategies to help students know when to create new paragraphs and separate ideas.
-Continue to work on creating purpose and focus in one's writing. Use the reading unit to have models for how writer's do this so that for unit 3 students can build this skill, too.

OACSD Common Quarterly Assessment Summary

Team: OAMS- ELA Department	<u>Assessment</u> : Narrative Coached Piece (memoir)
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8th Grade Overall Summary (138 total students)

% of Students <u>Below</u> Proficiency ≤ 65	% of Students <u>Meeting</u> Proficiency 65-84	% of Students <u>Exceeding</u> Proficiency ≥ 85
<u>Overall 8th</u> : 25%	<u>Overall 8th</u> : 35%	<u>Overall 8th</u> : 40%

Unit Learning Targets and Class Proficiency

Learning Target	Class Proficiency Scores
<p><u>Stephanie Reardon- 8th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their narrative coached piece 	<p><u>Exceeding</u> (4's): 15/ 22%</p> <p><u>Meeting</u> (3's): 25/ 37%</p> <p><u>Below</u> (2's & 1's): 27/ 40%</p>
<p><u>Brianna Smith- 8th Grade:</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their narrative coached piece 	<p><u>Exceeding</u> (4's): 36 / 70.6%</p> <p><u>Meeting</u> (3's): 15 / 29%</p> <p><u>Below</u> (2's & 1's): 2 / .4%</p> <p><u>51 total students</u></p>
<p><u>Andrea Hessell - 8th Grade</u></p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in the selected writing standards of narrative through their narrative coached piece 	<p><u>Exceeding</u> (4's): 5/ 28%</p> <p><u>Meeting</u> (3's): 8/ 44%</p> <p><u>Below</u> (2's & 1's): 5/ 28%</p>

Reflections (8th Grade)

Successes:

- Many students included strong dialogue and sensory language. Again, I attribute this to the notebook entries.
- Submitting rough drafts and adding comments before revising for the second draft was helpful.
- Students labeled their draft with the criteria for the checklist before submitting and that helped them see where they needed to add or revise, and helped me see what choices they intentionally made in their writing.

Challenges:

- All of the below expectation students did not include the reflective piece, which is the primary criteria of a memoir text.
- Story structure was hard to follow. Many students tried to include too many events instead of the 3 outlined in the directions for a beginning, middle, end.

Solutions/ Next Steps:

- Reinforce expectations for assignments. I had a model and a checklist students viewed and completed before they turned in, yet a handful did not have the most important pieces.
- Next writing assignment have multiple graphic organizers to remind students to limit their events. I had one at the start, but looking back one after they started would have been helpful, too, to check-in and fix some errors along the way.
- I planned a peer review, but BOCES eliminated this to meet deadline. Next unit I would like a peer review to help students have focused revisions before submitting.
- Read mentor texts that are more accessible or relatable to students.
- Before students start drafting, grade with the rubric that will be used to grade students final drafts.