

## OACSD Common Quarterly/Periodic Assessment Summary

<b>Teachers:</b> Amy Pritchard, Erin Ripic, Jamie Tammariello, Sara Brunette	<b>Assessment:</b> Information On Demand
<b>Date:</b> December 2019	<b>Grade/Subject:</b> Second/Writing

### Overall Summary

<b>% of Students Below Proficiency (0-16.5)</b>	<b>% of Students Meeting Proficiency (16.6-27.5)</b>	<b>% of Students Exceeding Proficiency (27.6-38.6)</b>
17.74 %	40.32%	41.93%

At Risk: 0 to 16.5 = 11

Some Risk: 16.6 to 27.5 = 25

Low Risk: 27.6 to 38.5 = 25

Exceeding: 38.6 = 1

1	<b>17.74%</b>
2	<b>40.32%</b>
3	<b>40.32%</b>
4	<b>1.61%</b>

Our team's SMART goal derived from district goal:

We will reduce the number of 1's and 2's by 10% on the end of second grade on-demand writing assessment.

### Reflections

- 1. In general, how successful was this quarter's learning? Did the students learn what you intended for them to learn? How do you know?** We feel that our students showed a good understanding of

information/nonfiction writing on the on demand. With only 45 minutes to write an informational piece, we were happy to see that 82.25% of our students met or exceeded proficiency. We will continue to work towards having more students exceed proficiency in future on demand assessments.

- 2. How well were you able to adhere to the blueprint? Are there changes to the blueprint that you need to make?** We were able to follow our blueprint and the reading/writing units of study calendar that we received from our literacy coaches.
- 3. How well have your check-ins informed your instruction throughout this quarter?** Our writing check-ins aligned with the information rubric, so we were able to see where our writers were struggling and exceeding expectations.
- 4. How will you use this quarter's information to plan your instruction moving forward?**
  - a. What areas did your students student have the most difficulty with on the quarterly?**
    - On the on demand, many students showed difficulty with writing an ending. They may have run out of time, but endings are things that we are continuing to work on with our students.
    - Punctuation, spelling, and capitalization continues to be an area of difficulty for our students
  - b. What strategies will you use as interventions to help students with the concepts they did not understand on the quarterly?**

We will continue working on having 1:1 conferences and strategy groups focusing on the skills that students show a struggle with based on our check in results. We are currently teaching a fictional unit where students need to create a realistic character and realistic adventures. We have been focusing on helping out writers improve their use of conventions. They need to be consistently using punctuation, spelling and capitalization

appropriately. We will work with students on using the editing checklist and revising and editing with more independence.

- c. **For students at master level, what will you do to help enrich their learning in the next marking period?** We will continue working on having 1:1 conferences and strategy groups with our enrichment students to focus on having them independently notice what master writers do that they can do in their own writing.