

# Data Cycle Report

NOTES:

- The information recorded within this report will replace the Weekly Meeting Logs we have completed in the past.
- As teams meet to complete the data cycle process, different portions of the following report should be completed. There is room in the far left column of each section to document the date that aspect of the data cycle was completed.
- Data cycles should center around one, possibly two, priority standards and could take two-six weeks (roughly) to complete.
- When it is appropriate to reference a document below, such as a pre- or mid-assessment, please place a copy of that document in your Google Drive and link to it in the report below. Any file type can be dragged into Drive and then linked by selecting the file and [clicking on the link icon](#) (Get shareable link) from the top of the Drive window. Once you have copied the link, highlight the text you added to the report below and select the link icon in the toolbar. The link can then be pasted into the dialogue box that appears; click "Apply" to activate the link. This will turn your selected text into a hyperlink. *Be sure to set your file permissions to allow anyone at Fulton Public Schools who has your link to view your document.*

Data Cycle Participants:	Course Title:	Students' Grade Level:
[REDACTED]	English 3 Honors	11

COROLLARY QUESTION #1 - WHAT DO WE WANT STUDENTS TO KNOW AND/OR DO?	
<p><b>Priority Standard(s)</b> - List below the priority standard(s) that will be assessed in this cycle and explain why you chose to assess it in this particular unit. You may use a shortened version of the standard (please consider using the student-friendly "I can" learning target), but please include more than just the coding number for your standard (W.III.A.1.2).</p>	
1-5/6-2021	<p><b>Data Team Selected Priority Standards:</b></p> <p><b>(Priority) Standard W.11-12.3.A.c.</b> - Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.</p> <p>I can accurately apply the conventions of Standard English grammar and usage including spelling and punctuation.</p>

**Data** - Include below a link to your pre- or mid-assessment (and scoring guide if appropriate) that you are using for data collection. If your assessment is not a paper/project type of assignment, feel free to describe your assessment and how you are scoring it. You may fill in the information in the box below or you may type the description in a document and link to it. Details regarding linking to files are provided in the "Notes" section above.

1-5/6-2021	<p><b>Pre- or Mid-Assessment:</b></p> <p><a href="#">Pretest - Daily Grammar Practice</a> (common assessment--every student in Eng 3H and in AP takes)</p>
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**COROLLARY QUESTION #2 - HOW WILL WE KNOW IF THEY LEARN IT?**

**Raw Data** - Upload the data you received from your pre- or mid-assessment. You may create a document and create a table with scores. **INCLUDE:** student names, scores, and your cut-off scores for proficient, close to proficient, far but likely, and intervention required.

1-5/6-2021	<p><b>Data from Pre- or Mid-Assessment:</b></p> <p><a href="#">Pretest - Daily Grammar Practice</a></p>
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**Summarize Data** - Calculate the percentage of students in each category below.

For the purposes of this unit of instruction, the following grade breakdowns were established:

- Proficient 80-90%
- Close to Proficient 60-70%
- Far But Likely 50%
- Intervention Required <49%

<p><b>Proficient</b></p> <p>3%</p>	<p><b>Close to Proficient</b></p> <p>8%</p>	<p><b>Far But Likely</b></p> <p>17%</p>	<p><b>Intervention Required</b></p> <p>71%</p>
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**Create a SMART Goal** - Using the data above, create your data cycle goal—in other words, by the end of instruction for this priority standard how do you want your data to change? The basic suggested formula is % proficient at summative = sum of percent of proficient, close but likely, and far but likely from the pre-/mid- assessment. As a teacher you know your standards, their difficulty level, etc. You are **not** required to use this formula, but if you are looking for a place to

start consider those values.

**11.5% of Proficient and Close to Proficient will increase to 80%**

**Identify Misconceptions/Errors** - In the cell below, identify and list the common misconceptions or errors that students are making based on your data analysis.

Overall there were no consistent misconceptions of the material that I could identify, but I did realize that the biggest misconception among students was that they could not learn the material or did not need to learn the material. This allowed us to discuss the similarities between language study and studying math or science--we learn the basics of these subjects now, so that later in life we can understand related concepts. If we understand how our language works, we can look up the rules of punctuation and understand what they are saying. This is similar to practicing math problems so that later we can use math in "real world" situations or learning biology so that later we can understand what our doctors are explaining to us. Additionally, we learn these basics of the language so that our writing can become more sophisticated.

**COROLLARY QUESTION #3 - WHAT DO WE DO IF THEY DON'T LEARN?**

**What does the data tell you?** - Link to a document or type your response to your data in the cell below. Here are some suggestions of what you might want to include: What instructional strategies could you add to help with these concepts? Are the students on track with where you would expect them to be at this point in the unit/learning? What adjustments, if any, do you need to make to your unit plan? What formative assessments do you need to add or change? What activities or plans do you have for the students in the "intervention required" group? What ideas has your data team offered that may help improve learning (even if you are a singleton and your team is not collecting data with you)? How does this affect additional information you will be providing for the priority standard?

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1. Students will be introduced to a new form of Daily Language Study, a program called "Daily Language Practice."
2. Students will complete a pretest designed for this program.
3. Students will work with a new sentence every five class periods. Students will focus on a different skill each day they work with a given sentence.
  - a. Day 1 - label each word in the sentence with its appropriate
  - b. Day 2 - label the parts of the sentence
  - c. Day 3 - identify the clauses and the type and purpose of the sentence
  - d. Day 4 - capitalize and punctuate the sentence
  - e. Day 5 - diagram the sentence (helps visual learners especially)

4. The program is designed to introduce more sophisticated concepts as the weeks progress.

**Retakes** - Link to a document or type a response below that provides the requirements for student retakes and explains how students will demonstrate that they have increased their learning before retaking the assessment. Include your time frame for retakes.

**Requirements for Retakes:**

As new scores are earned we are replacing the prior score. If students want to retake the post-test, they will need to show me their completed daily work. If they do not have it, certain weeks/sentences will be designated as "must-dos" and checked prior to re-testing.

We also regularly practice the academic vocabulary together in class, and we discuss how to "study" for a test that doesn't have a study guide to complete memorize. Students are encouraged to put the daily slide presentation in presentation mode and rework each sentence, checking the next slide for the "answers" and making a list of trouble-spots.

**Timeframe for Retakes:**

Students will have approximately two weeks at the end of the year to retest.

**COROLLARY QUESTION #4 - WHAT WILL WE DO IF THEY ALREADY KNOW IT?**

**What do you offer for enrichment or extension?** (Keep in mind that this may not apply to you, but if you do have something in mind it may be helpful to record or link to those resources here so that next year you already have some ideas to build upon.)

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**Enrichment:**

The sentences become more complex as the program progresses; enrichment is built in for the few students who are excelling.

**COROLLARY QUESTIONS #1, 2, 3 (AND POSSIBLY 4)**

**Please link or describe your post-assessment in the cell below.**

<p>3-17/18-3021 4-21/22-3021 4-21/22-3021 4-21/22-3021</p>	<p><b>Assessment -</b></p> <p><a href="#">Mid Test - Daily Grammar Practice</a> (common assessment--every student in Eng 3H and in AP takes)  <a href="#">Mid 2 Test - Daily Grammar Practice</a> (common assessment--every student in Eng 3H and in AP takes)  <a href="#">Mid 2B Test - Daily Grammar Practice</a> (common assessment--every student in Eng 3H and in AP takes)  <a href="#">Mid 2C Test - Daily Grammar Practice</a> (common assessment--every student in Eng 3H and in AP takes)</p>
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**Raw Data -** Upload the data you received from your post-assessment below. You may create a document and create a table with scores. **INCLUDE:** student names, scores, your cut-off scores for proficient, close to proficient, far but likely, and intervention required.

<p>3-17/18-3021 4-21/22-3021</p>	<p><b>Data from Post-Assessment:</b></p> <p><a href="#">Mid Test - Daily Grammar Practice</a>  <a href="#">Mid 2 Test - Daily Grammar Practice</a></p>
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**Summarize Data -** Calculate the percentage of students in each category below.

<b>Mid Test</b>			
<p><b>Proficient</b> 18%</p>	<p><b>Close to Proficient</b> 30%</p>	<p><b>Far But Likely</b> 22%</p>	<p><b>Intervention Required</b> 30%</p>
<b>Mid 2 Test</b>			
<p><b>Proficient</b> 22%</p>	<p><b>Close to Proficient</b> 43%</p>	<p><b>Far But Likely</b> 12%</p>	<p><b>Intervention Required</b> 22%</p>

**Check your SMART goal -** Recall: the basic suggested formula is % proficient at summative = sum of percent of proficient, close but likely, and far but likely from the post- assessment. You are **not** required to use that formula.

<p>4-30-3021</p>	<p><b>What is your percentage of students scoring in the Proficient and Close to Proficient categories? 66.</b></p>
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	<p><b>Did you meet your SMART goal?</b></p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No, but I'm happy with the progress and hopeful that the scores on the post test will be closer to my goal of having 80% of my students at a passing level which would then meet my goal.</p>
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**Write reflection responses to the following questions:**

What instructional strategies worked best for you/your team?

What have you as a team learned?

What would you/your team do differently in the future as a result of your data collection?

Did you learn from the retake process anything that would be helpful when you are teaching these concepts during the main unit next time? (Did you have success with an intervention teaching strategy or activity that would be helpful for all students or is there a formative assessment that you feel you should add or change to catch any issues before students take the summative?)

4-30-3021	<p><b>Reflection:</b></p> <p>Most of my thoughts are scattered throughout the report.</p> <p><b>Retake Assessment:</b></p> <p>NA</p>
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