

1. Determine the percentage of students proficient on the assessment for each standard or target by teacher and then for all students within the team. Write the information in the following chart.

	Q1: RI 1.3	Q1: RI 1.2	Q1: RI 1.1
Connelly	36%	68%	59%
Hansen	45%	73%	73%
Heymann	46%	31%	62%
Massari	67%	75%	75%
Mammas	50%	83%	50%
Melnick	48%	78%	87%

	Q2 RI 1.2	Q2 RI 1.9	Q2 RI 1.3	Q2 RI 1.2	Q2 RI 1.1
Connelly	74%	23%	59%	#DIV/0!	#DIV/0!
Hansen	91%	55%	45%	#DIV/0!	#DIV/0!
Heymann	46%	9%	36%	#DIV/0!	#DIV/0!
Massari	54%	92%	62%	#DIV/0!	#DIV/0!
Mammas	73%	50%	42%	#DIV/0!	#DIV/0!
Melnick	78%	74%	52%	#DIV/0!	#DIV/0!

2. For each standard or target, determine the number of students who are proficient, close to proficient, and far from proficient by teacher and as a team (write the number or the names of the students).

QUARTER 1's RI 1.3: Students can (verbally or written) name all important characters, 2 outside traits, 1 feeling based on a scene from the book

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	8	14	0	22
Hansen	5	6	0	11
Heymann	6	5	2	13
Massari	8	4	0	12
Mammas	6	4	2	12
Melnick	11	12	0	23

QUARTER 2's RI 1.2: Identify the main topic and retell key details of a text

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	17	4	2	23
Hansen	10	1	0	11
Heymann	6	5	2	13
Massari	7	1	5	13
Mammas	8	1	2	11
Melnick	18	2	3	23

QUARTER 1's RI 1.2: Students can retell all 5 parts of the story including WHO, WHERE and 1 EVENT from BEGINNING, MIDDLE, END

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	15	7	0	22
Hansen	8	2	1	11
Heymann	4	8	1	13
Massari	9	3	0	12
Mammas	10	2	0	12
Melnick	18	4	1	23

QUARTER 2's RI 1.9: Compare and contrast the adventures and experiences of characters in stories.

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	5	17	0	22
Hansen	6	5	0	11
Heymann	1	8	2	11
Massari	11	0	1	12
Mammas	6	5	1	12
Melnick	17	6	0	23

QUARTER 1's RI 1.1: Answer questions about key details in a text (within text questions). Asking questions about details in a text

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	13	8	1	22
Hansen	8	3	0	11
Heymann	8	3	2	13
Massari	9	3	0	12
Mammas	6	6	0	12
Melnick	20	3	0	23

QUARTER 2's RI 1.3: Describe characters, settings, and major events in a story, using key details.

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly	13	9	0	22
Hansen	5	6	0	11
Heymann	4	7	0	11
Massari	8	5	0	13
Mammas	5	6	1	12
Melnick	12	11	0	23

QUARTER 2's RI 1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly				
Hansen				
Heymann				
Massari				
Mammas				
Melnick				

QUARTER 2's RI 1.1: Ask and answer questions about key details in a text.

	Proficiency	Close to Proficient	Far from Proficient	Total
Connelly				
Hansen				
Heymann				
Massari				
Mammas				
Melnick				

3. What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

4. In which area or areas did my students struggle? In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

5. Which students need additional time and support to learn the standards or targets? What is our plan?

6. Which students need extension and enrichment? What is our plan?

7. Do these data show we are on track to meet our SMART goal? Why or why not?

A large grid of empty graph paper, consisting of approximately 15 columns and 10 rows of squares, intended for data analysis or plotting.