

STEP #1: How many students mastered this learning target and how many students are still working on?

		RF.K.2A		RFK3A		RF.K.3A		RF.K.3B-		RF.K.3C		LK.2.D		LK.1.H	
		Question #1 Summative 1		Question #2 Summative 1		Question #3 Summative 1		Question #4 Summative 1		Question #5 Summative 1		Question #1 Summative 2		Question #3 Summative 2	
		Learning Target #1: I can produce two words that have the same rime.		Learning Target #2: I can blend sounds together to read a word.		Learning Target #3: I can produce sounds for most consonants.		Learning Target #4: I can produce short vowel sounds (short o)		Learning Target #5: I can read HFW.		Learning Target #6: I can spell and write CVC words correctly with short a, short i, short o and all consonants.		Learning Target #7: I can write HFW correctly.	
	# of Students who took the test	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working
Newsom	19	13	6	8	11	11	8	18	1	5	14	9	10	6	10
Foster	15	9	6	7	8	14	1	15	0	7	8	7	8	3	12
Echols	17	8	9	7	10	12	5	12	5	7	10	5	12	5	12
Hartgen	19	15	4	8	11	15	4	16	3	6	13	8	11	4	15
Orr	17	14	3	10	7	15	2	15	2	10	7	10	7	10	7
Total Number:	87	59	28	40	47	67	20	76	11	35	52	39	48	28	56
Percentage:		67.82%	32.18%	45.98%	54.02%	77.01%	22.99%	87.36%	12.64%	40.23%	59.77%	44.83%	55.17%	32.18%	64.37%

	RFK.1.D		RFK.1.D		RFK.1.D		RFK.1.D		RFK.1.D		RFK.3A		RFK.3A		RFK.3A		RFK.3A		RFK.3A		RFK.1D		RFK.1D		RFK.1D		RFK.1D		RFK.1D		
	Letter ID		Letter ID		Letter ID		Letter ID		Letter ID		Letter Sound		Letter Sound		Letter Sound		Letter Sound		Letter Sound		Letter writing		Letter writing		Letter writing		Letter writing		Letter writing		
	q	z	y	x	o	q	z	y	x	o	q	z	y	x	o	q	z	y	x	o	q	z	y	x	o	q	z	y	x	o	
# of Students who took the test	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	"Got it"	Continue working	
Newsom	19	12	7	18	11	8	19	11	19	0	11	11	8	18	1	11	11	8	19	0	10	10	9	17	2	15	4	19	0	19	0
Foster	15	12	3	14	1	14	1	14	1	14	1	13	2	14	1	12	3	14	1	11	15	4	14	1	13	2	15	0	15	0	
Echols	17	14	3	12	5	13	4	14	3	14	3	10	7	13	4	10	7	14	3	13	4	9	8	13	4	10	7	14	3	14	3
Orr	17	14	3	13	4	12	5	14	3	14	3	14	3	15	2	13	4	15	2	15	2	12	5	13	4	12	5	14	3	14	3
Hartgen	19	14	5	18	1	14	5	19	0	16	3	14	5	18	1	14	5	17	2	16	3	14	5	14	5	14	5	19	0	18	0
Total Number:	87	66	21	75	22	61	15	80	7	77	10	62	25	78	9	60	27	79	8	74	26	56	31	71	16	64	23	81	6	80	8
Percentage:		75.86%	24.14%	88.21%	25.29%	70.11%	17.24%	91.95%	8.05%	88.51%	11.49%	71.26%	28.74%	89.66%	10.34%	68.97%	31.03%	90.80%	9.20%	85.06%	27.59%	64.37%	35.63%	81.61%	18.39%	73.56%	26.44%	93.10%	6.90%	91.95%	6.90%

Test Question Review

Question	Concern
Keep assessment 6 (keep words . Take out assessment 2.	We need to discuss whether to keep writing HFW as a learning target.
	move capitalization of pronoun I until when we teach the sight word I.

What strategies were used by teammates whose students performed well? Are there pacing issues that need to be addressed?

Successful Strategies	Pacing Issues
Produce two words with same rime - when doing heggerty will do it whole group and then do additional practice for individuals. Will choose 4 or 5 kids each day. When doing Heggerty's they discuss what part of the word rhymes. They also break words apart into onset/rime. When doing shared reading they will do poems and will find words in the poem and produce more words that rhyme with those words. When reading the poem at the last part of Heggerty's she will ask for words that rhyme with the words in the poem.	
blending sounds to read words - do it all throughout the day. cvc balls with pictures in the middle. They build the word that is on the picture and write it. Mystery word builders. picture cards with elkonin boxes for students to practice reading and building words.	
Produce sounds - leapfrog letter factory song each day after morning meeting. It's about 6 minutes each long. In small group give them the sound and they find the letter that makes that sound.	
Read HFW - send the list of words home for parents to help with. Every day she will give them the word and they will write the words. Heart words.	
Spell and write cvc words - practice stretching out and putting it back together. Sound out using fingerspelling and write the sounds they hear when fingerspelling. Elkonin boxes with pictures. Do the rollercoaster when writing words students write the letter as they get to that part of the roller coaster. first sound is line leader. second sound is helper. last sound is caboose.	
Write HFW - will get most of the word but will miss the vowel sounds.	

Group 1 -		Group 2 -		Group 3 -		Group 4 -		Group 5 -					
Teacher/Paraprofessional	Planned Instructional Strategy	Teacher/Paraprofessional	Planned Instructional Strategy	Teacher/Paraprofessional	Planned Instructional Strategy	Teacher/Paraprofessional	Planned Instructional Strategy	Teacher/Paraprofessional	Planned Instructional Strategy				
Students		Students		Students		Students		Students					
Cristobal, NeKaila, August, QuaShaun, Landon	Fluently read and write cvc words, jailbird words, and hfw	Lorielle, KyRah, Bella, Robert, Brody, ShiAllen, Lamin, Maliah, Danny	Working on fluently naming letters and sounds and locking in jailbird words and hfw	Kennedy, Randon, Khyli, Linton, Davion	Locking in letters and sounds								
Group 1 - Read CVC words		Group 2 - Read/Write CVC words		Group 3 - Write CVC words		Group 4 - Reading, writing and telling the sounds of connections letters.		Group 5 - Recognizing sight words		Group 6- Read and write sentences from connections.		Group 5 -	
Teacher/Paraprofessional	Foster	Teacher/Paraprofessional	Holliman/Applebee	Teacher/Paraprofessional	Foster	Teacher/Paraprofessional	Foster	Teacher/Paraprofessional	foster	Teacher/Paraprofessional	foster	Teacher/Paraprofessional	
Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy
Reagan, Dezerai, Khylon, Rajonae, Malachi	Have them practice sounding out and reading cvc words.		Games, flashcards and calling out words	Dezerai, Khylon, Rochelle	Use picture cards and have them write CVC words that I call out	Roland, Rickey, Zyrhanie	connections lesson 1	Reagan, Dezerai, Aydein	Play sight words games and use flashcards	Tyraji, Mayceon	Connections book		
								Khylon		Cataleya, Ta'Ron			
Group 1 - letters and sounds		Group 2 -		Group 3 -		Group 4 -		Group 5 -					
Teacher/Paraprofessional	Newsom	Teacher/Paraprofessional	Newsom/Holiman	Teacher/Paraprofessional	Newsom	Teacher/Paraprofessional	Newsom	Teacher/Paraprofessional					
Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy				
Ladejah, Amiracle, Cherish, Quinaysia, Jacario, Jabari	Have them practice letters and sounds	Isabella, DaZiyah, Joanna, Kenadi, Elijah	Building words with letters	Emily, Deliah, Cason	Building sentences with high frequency words	Jaydon, Drake, Layla, Abigail, Paris	Reading decodable books.						
Group 1 -		Group 2 -		Group 3 -		Group 4 -		Group 5 -					
Teacher/Paraprofessional	Orr/Walker	Teacher/Paraprofessional	Orr	Teacher/Paraprofessional		Teacher/Paraprofessional		Teacher/Paraprofessional					
Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy	Students	Planned Instructional Strategy				
Ramir, Renaldre, Jason, Kemonii	recognizing alphabet, cvc words, HF words, writing	Peyton, Christopher, Deviob, Mason, Kayden, Ladarius	Fluency on blending cvc words and spelling them										