

Group Name:

Jill, Katie, Kelsey, Taylor, Andy, & Sarah

Date: 11/06-11/10    Time: Specials time, 2:15 to 3:00

Location: PLC Room

Meeting Purpose:

Monday:

- Present SMART goal to Jill
- Data Meeting- Review how Narrative Writing went, reflections on how to begin teaching Informational Writing

Thursday:

- ELA common assessment review - planning for Tri 2
- Pam- ideas for how to start informational writing

Meeting Non purpose:

- Straying from agenda

Facilitator: Katie

Summarizer: Andy

Task Master: Jill

Data Presenter: Taylor

Calendar Organizer: Kelsey

**Norms:**

1. Be present, be pleasant, be productive!
2. No side conversations
3. Stick to the agenda
4. Have a set plan for next time
5. Share activities and ideas with others

**Which Question Did You Discuss in Meeting**

  x   *What do we expect our students to learn?*

  x   *How will we know they are learning?*

  x   *How will we respond when they don't learn?*

  x   *How will we respond if they already know it?*

ITEM	FACILITATOR	TIME	DESIRED OUTCOMES	SUMMARY OF TASKS/ DECISIONS/ OUTCOMES
Team Builder	Team		How was your day? Any stories/funnies to share?	
Norm Review	Katie	1 min		
SMART goal presentation	Andy	15 min	Share SMART Goal with Jill  Link to SMART goal document: <a href="https://docs.google.com/document/d/1muWSSfEaDYiJGvCnesqHbq_7t_cwLcU3X3ITGI4nNfc/edit">https://docs.google.com/document/d/1muWSSfEaDYiJGvCnesqHbq_7t_cwLcU3X3ITGI4nNfc/edit</a>	
DATA MEETING- Writing	Katie	20 min	Look over our final data for narrative writing, then reflect on ways to use what we know to help in planning with Informational Writing in Tri 2  *Taylor will present data, but we will input our own on table. (Data page is at the end of this document)	Data table at the bottom of this page
Informational Writing	Pam	35 min	Pam sharing ideas from Lucy Calkins	

<p>ELA - Common Assessments- Tri 2</p>	<p>Katie</p>	<p>10 min</p>	<p>Calendar at bottom of agenda</p> <p>Things highlighted in yellow are what we have going on <b>this week</b></p>	<p><b>RL 4.10 (Read &amp; understand informational text)</b></p> <ol style="list-style-type: none"> <li>1. <del>Pretest Subway Ride</del></li> <li>2. <del>Formative #1 Fun at Winston Park</del></li> <li>3. <del>Formative #2 The Big Ring Circus</del></li> <li>4. <del>Formative #3 Caitlin's Science Fair Project</del></li> <li>5. <del>Posttest The Poster (Tri 3)</del></li> </ol> <p><b>RI 4.10 (Read &amp; understand literature)</b></p> <ol style="list-style-type: none"> <li>1. <del>Pretest Amelia Earhart</del></li> <li>2. <del>Formative #1 Tomie de Paola</del></li> <li>3. <del>Formative #2 Early Railroads</del></li> <li>4. <del>Formative #3 Plant Structures for Survival</del></li> <li>5. <del>Posttest The Busy Beaver (Tri 3)</del></li> </ol> <p><b>RL 4.1 (Inferencing with literature)</b></p> <ol style="list-style-type: none"> <li>1. <del>Pretest Tyler on the Mound</del></li> <li>2. <del>Formative #1 Gloria</del></li> <li>3. <del>Formative #2 Special Day in Ms. Smith's</del></li> <li>4. <del>Formative #3 Cassie</del></li> <li>5. <del>Posttest Bart's Broccoli</del></li> </ol> <p><b>RI 4.1 (Inferencing with informational text)</b></p> <ol style="list-style-type: none"> <li>1. <b>Pretest Energy is Everywhere</b></li> <li>2. <del>Formative #1 Chocolate Tree</del></li> <li>3. <del>Formative #2 Chester Greenwood</del></li> <li>4. <del>Formative #3 The Pony Express</del></li> <li>5. <del>Posttest TBD</del></li> </ol> <p><b>W 4.8 (Writing informational pieces)</b></p> <ol style="list-style-type: none"> <li>1. <b>Pretest Invention Research paper - Start on Wednesday day the 1st. Very brief, remind them they may have done something similar last year. Limit research time to 2-3 days, then they can begin typing. Due the following Friday November 10th.</b></li> <li>2. <del>Formative #1 - TBD</del></li> </ol>
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<i>Parking Lot</i>			<i>This is the space for any questions or topics that we need/want to discuss, but that did not fit in the agenda at that time</i>	<p>Intervention group link:  <a href="https://docs.google.com/spreadsheets/d/1Yu7mvqK9HcifiqkNlg16cS8ULO0tKTY0ZMvd-ocJNHg/edit#gid=0">https://docs.google.com/spreadsheets/d/1Yu7mvqK9HcifiqkNlg16cS8ULO0tKTY0ZMvd-ocJNHg/edit#gid=0</a></p> <p>Link to 4th Grade ELA Assessments for the year:  <a href="https://docs.google.com/document/d/1FRjlkys7hpGdls8x8I4sNUHtYrmSUPTSgC4bm0q6JzU/edit#">https://docs.google.com/document/d/1FRjlkys7hpGdls8x8I4sNUHtYrmSUPTSgC4bm0q6JzU/edit#</a></p> <p>Link to BAT document:  <a href="https://docs.google.com/spreadsheets/d/11lwNcXdPofWc rx12cnTL4I5_kLlkKnmLqpGk-0B-J10/edit?ts=59d68ef2#gid=1516913546">https://docs.google.com/spreadsheets/d/11lwNcXdPofWc rx12cnTL4I5_kLlkKnmLqpGk-0B-J10/edit?ts=59d68ef2#gid=1516913546</a></p> <p>*Michelle coming for BAT Nov. 30, then in January will start coming the first Thursday of every month</p>
<b>Norm Review</b>	Jill	1 min	How did we do?	

Assessment Calendar- November 2017

<p>30 Report Cards Go Home</p> <p>RL 4.1 (Inferencing) Pretest Tyler on the Mound</p> <p>W4.1 Pretest Invention Research paper Introducing/reviewing what a Research paper has in it today</p>	<p>31 P/T Conferences</p> <p>RL 4.1 (Inferencing) Pretest Tyler on the Mound</p> <p>W4.1 Pretest Invention Research paper Research today</p>	<p>1 P/T Conferences</p> <p>RL 4.1 (Inferencing) Pretest Tyler on the Mound MEET TOGETHER AND DISCUSS ANSWERS TO ASSESSMENT</p> <p>W4.1 Pretest Invention Research paper Research today</p>	<p>2 NO SCHOOL P/T Conferences</p>	<p>3 NO SCHOOL</p>
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>6 W4.1 Pretest Invention Research paper Write today</p> <p>Pre-test for RI 4.1 Informational Inferencing</p>	<p>7 W4.1 Pretest Invention Research paper Write today</p> <p>Pre-test for RI 4.1 Informational Inferencing</p>	<p>8 W4.1 Pretest Invention Research paper Write today</p> <p>Pre-test for RI 4.1 Informational Inferencing</p>	<p>9 W4.1 Pretest Invention Research paper Write today</p> <p>Pre-test for RI 4.1 Informational Inferencing</p>	<p>10 W4.1 Pretest Invention Research paper finish by today</p> <p>Pre-test for RI 4.1 Informational Inferencing</p>
<p>13</p>	<p>14</p>	<p>15</p>	<p>16</p>	<p>17</p>
<p>20</p>	<p>21</p>	<p>22 NO SCHOOL</p>	<p>23 NO SCHOOL Thanksgiving</p>	<p>24 NO SCHOOL</p>

27	28	29	30	
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**Steps to Data Meeting:**

- **Data Summary - This should be done before the meeting**

**Review the data:**

**Subject Area:** Narrative Writing

**Standard:** W 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Student Learning Targets:**

- a) I can write a narrative piece in which I introduce a narrator or characters and organize a sequence of events.
- b) I can use dialogue and details to develop events and show the thoughts and feelings of the characters in different situations.
- c) I can use a variety of transition words and phrases to show a sequence of events.
- d) I can use sensory words and phrases to show the sequence of events.
- e) I can write a conclusion that follows the experiences and events of my narrative piece.

**10/27/17 Results from Final Summative- Choose your own writing topic**

Teacher	# of Students Taking the Test	# Passing, at a 3 or 4 proficiency level	% Proficient	# at a 2 proficiency level	# at a 1 proficiency level	Difference in Growth (If Applicable)	Strengths of Students-Skills	Weaknesses of Students-Skills
Naert	23	11	48%	11	1	Grew 27% in proficiency, also two less 1's	Hooks & conclusions, sequencing events	Adding enough detail, some had holes in their stories. Run-on sentences are still a struggle for a few of them.
Sullivan	23	13	57%	9	1	Grew 31% in proficiency. Only one student at a 1.	Dialogue, Details and sequencing of events.	Strong hooks, Run-on sentences, conventions (cap. punct. etc.)

Martin	23	5	22%	15	3	Grew 14%, in being proficient. Six less in the 1s.	Dialogue got better, and the paragraph structure got better overall. Sequence was better as well.	Need more details, and descriptive language. Using dialogue to enhance the plot/story.
August	23	7	30%	12	4	Grew 17% in proficiency, two less 1s	Details, sequencing events, hooks, conclusions	Dialogue, some students still struggle with making sure the details go along with their story, conventions
Officer	22	9	41%	11	2	7 less 1s, 6% growth in proficiency	Hooks, details and sequence	Sentence structure, picking out important details
Huff	12 *CW(2)			2	4			

9/28/17 Results from Formative #2- Writing topic- A time you got injured or a trip you went on

Teacher	# of Students Taking the Test	# Passing, at a 3 or 4 proficiency level	% Proficient	# at a 2 proficiency level	# at a 1 proficiency level	Difference in Growth (If Applicable)	Strengths of Students-Skills	Weaknesses of Students-Skills
Naert	23	5	21%	15	3	N/A	Hooks- most have a good handle on this	Choosing important events in the sequence to write about, adding details, run on sentences, dialogue, and conclusions



Sullivan	23	6	26%	14	3	N/A	Great hooks and use of dialogue between characters for most.	Sequence of events jumps around or uses the same transition words. Run on sentences and correct use of dialogue were problems.
Martin	23	2	8%	22	9	N/A	Hooks decent, sequence is pretty good as well.	Dialogue, descriptive language, more details.
August	23	3	13%	14	6	N/A	Sequencing--most have a good handle on this and some have decent hooks	Dialogue--making sure it adds to the story, conclusion, making sure details are important to story and choosing one thing to talk about.
Officer	23	8	35%	5	9	N/A	Sequence & hooks	Conclusions, choosing important details and eliminating unimportant details, dialogue, <u>run on sentences!</u> Sensory details
Huff	6	0	0%	4	6			

**Question Validity: Which questions meet the standard/Any questions need to be eliminated for next year?**

This topic is appropriate for the fourth grade students. **Topic was discuss a time you went on a trip or when you had an injury.**

**Individuals Needing Reteaching:**

- Everyone will continue teaching as a whole group, after reassessment will check for who needs reteaching.

### **Strategies Shared:**

Martin- Dialogue activity- passing chromebook, typing dialogue back and forth having a conversation without speaking out loud.

Sullivan- Having students look in their independent reading books to see examples of dialogue.

Naert--Peer evaluation and the self evaluation of how they feel they are doing in their writing.

- a. --Hand back their last formative and have them reflect on what they could improve on in their writing--they cannot say "capitalization, spelling, grammar"--they need to be looking at the content of the paper (example: Hook, conclusion, sequencing, etc.)
  - a. Go back into their Google Doc and 'fix' what they think they can improve on within their writing. Give them the self assessment if they feel they are at a "3."
  - b. Need to write comments in three areas of their self reflection if they gave themselves a 'yes' in their evaluation.

B. --After they have self reflected, you have can them use the peer evaluation to peer evaluate someone else's (high/high, etc.)

C. Have students print off their 'corrected' paper and see how well they have 'repaired' their writing and rescore it as their final formative after all of their peer, teacher, and self evaluations.

### **Strategies shared for moving into Informational Writing:**

**Reteaching Timeline:** See calendar