Gentry Middle School

English Language Arts Fall 23 Data Presentation

What data do we use for intervention?

The English Language Arts team uses our classroom assessment and MAP data to help drive intervention for our students.

Classroom assessments look different depending on the task at hand. Assessments can be a Google form, a handout, or a performance task. Regardless of what it looks like, they are used to help inform the ELA department what our students know and what they need extra support on.

How do we keep track of our data?

Each teacher has a page on a data tracking sheet. It is each teacher's responsibility to ensure that they upload their assessment data onto this sheet. Below is an example of what it looks like.

SP 23	FA 23		WI23		SP24		Inform on a Topic	Organization	Selecting Evidence	Cite evidence	Inference
	203							10	2	10	7
218	218							6		9	8
202	196							7	2	8	8
223	220							6	3	8	10
219	207							6	1	7	9
230	230							8	2	9	10
239	226							10	3	9	9
207	200							9	1	5	8
	205							9	3	10	8
								5	1		
215	218							10	1	9	8
								6			
217	209							5	3	9	8
	227							6	3	8	9
188								9	2	8	
214	222							9	3	7	
238	236							5	3	7	10
	224							5	2	9	8
223	218							8	1	7	9
218	216							7	2	10	8
225	227							8	3	8	8

How are we assessing our students?

The ELA department uses common formative assessments, informal assessments, and summative assessments to assess student learning.

15 Day Plans

- Address learning targets and gives deadlines for when assessments are due
- Incorporates content-specific vocabulary
- Adds intervention cycles, data analysis, and reflection pieces

15 Day Plans - Vocab

VOCABULARY

Vocabulary List for "Epic of Gilgamesh"
Epic - A long narrative poem that tells the heroic deeds of a legendary figure or a historical person.
Gilgamesh - The protagonist of the ancient Mesopotamian epic, known for his strength and bravery.
Narrative - A story or account of events, experiences, or the like, whether true or fictitious.
Mythology - A collection of myths, or stories that belong to a particular cultural, religious, or traditional group.
Quest - A long or arduous search for something.

Vocabulary List for "Narrative Writing"
Narrative - A form of writing that tells a story, often in a sequence of events.
Character - A person, animal, or figure represented in a story.
Setting - The time and place in which the events of a story occur.
Dialogue - Conversation between characters in a literary work.
Conflict - The struggle between opposing forces in a story.

Vocabulary List for "Theme and Plot"
Theme - The main idea or underlying meaning of a literary work.
Symbolism - The use of symbols to represent ideas or qualities.
Foreshadowing - A literary device in which a writer gives an advance hint of what is to come later in the story.
Resolution - The unfolding or solution of a complicated issue in a story.
Exposition - The introduction of background information about events, settings, characters, or other elements of a work.

15 Day Plans - Lesson Plans

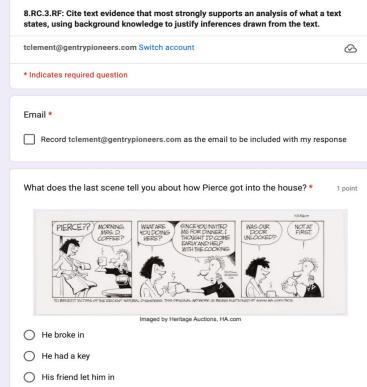|			
Objective: Students will be able to identify the characteristics of a hero. **Assessment**: Exit ticket - Students will write a short paragraph identifying the characteristics of a hero. **Key Points**: Introduce the concept of a hero and discuss the characteristics commonly associated with heroes. **Standard Addressed**: 6.RC.5.RL	**Objective**: Students will be able to analyze the characterization of Gilgamesh in the Epic of Gilgamesh. **Assessment**: Graphic organizer - Students will complete a chart analyzing the traits and actions of Gilgamesh. **Key Points**: Read excerpts from the Epic of Gilgamesh that highlight Gilgamesh's character and discuss his traits and actions. **Standard Addressed**: RL.6.3	**Objective**: Students will be able to identify the theme of the Epic of Gilgamesh. **Assessment**: Group discussion - Students will participate in a small-group discussion to identify the theme of the Epic of Gilgamesh. **Key Points**: Introduce the concept of theme and discuss how to identify the theme in a literary work. **Standard Addressed**: RL.6.2	Notes
DAY 4 January 11	**DAY 5 January 12**	**DAY 6 January 15**	
Objective: Students will be able to analyze the plot development in the Epic of Gilgamesh. **Assessment**: Plot diagram - Students will complete a plot diagram of the major events in the Epic of Gilgamesh. **Key Points**: Introduce the concept of plot and discuss the key elements of plot development. **Standard Addressed**: RL.6.4	**Objective**: Students will be able to write a narrative based on the Epic of Gilgamesh. **Assessment**: Narrative writing - Students will write a short narrative based on a selected event from the Epic of Gilgamesh. **Key Points**: Review the elements of a narrative and provide guidance on how to develop a narrative based on the Epic of Gilgamesh. **Standard Addressed**: W.6.3	**Objective**: Students will be able to analyze the use of characterization in a different text. **Assessment**: Comparison chart - Students will complete a chart comparing the characterization in the Epic of Gilgamesh to another text. **Key Points**: Read a different text together and discuss how the author uses characterization to develop the characters. **Standard Addressed**: RL.6.3	Culminating Activities Suggestions: 1. Performance Task: Students will create a visual representation, such as a poster or PowerPoint presentation, that showcases the key elements of the Epic of Gilgamesh, including characterization, theme, and plot development. 2. Socratic Seminar: Students will participate in a Socratic Seminar where they discuss the significance of the Epic of Gilgamesh and its relevance to modern society. 3. Writing Portfolio: Students will compile their narrative writings based on the Epic of Gilgamesh and a different text into writing portfolio, including reflections on their growth as writers
DAY 7 January 16	**DAY 8 January 17**	**DAY 9 January 18 CFA 2**	
Objective: Students will be able to identify the theme in a different text. **Assessment**: Written response - Students will write a paragraph identifying the theme of the different text. **Key Points**: Read a different text together and discuss possible themes within the text. **Standard Addressed**: RL.6.2	**Objective**: Students will be able to analyze the plot development in a different text. **Assessment**: Plot diagram - Students will complete a plot diagram of the major events in the different text. **Key Points**: Read a different text together and discuss the elements of plot development. **Standard Addressed**: RL.6.4	**Objective**: Students will be able to write a narrative based on a different text. **Assessment**: Narrative writing - Students will write a short narrative based on a selected event from the different text. **Key Points**: Review the elements of a narrative and provide guidance on how to develop a narrative based on a different text. **Standard Addressed**: W.6.3	
DAY 10 January 19 CFA 3	**DAY 11 January 22 Writing/Narrative**	**DAY 12 January 23 Writing/Narrative**	
Objective: Students will review and reflect on the key concepts learned throughout the unit. **Assessment**: Reflection journal - Students will write a short reflection on the key concepts learned in the unit. **Key Points**: Discuss the main ideas and concepts covered in the unit and allow students to reflect on their learning. **Standard Addressed**: RI.6.1	**Objective**: Students will analyze the elements of a narrative and identify key components. **Assessment**: Students will complete a graphic organizer identifying the setting, characters, problem, events, and resolution of a narrative. **Key Points**: Introduce the concept of a narrative and discuss the key components. Read a short narrative as a class and analyze the elements together.	**Objective**: Students will write a narrative based on the Epic of Gilgamesh. **Assessment**: Students will share their narratives with a partner and provide feedback on the elements of a narrative. **Key Points**: Review the Epic of Gilgamesh and discuss the main characters and plot. Provide a writing prompt related to the epic and guide students through the writing process.	

15 Day Plans - Intervention Plans

RESPONSE TO DATA	PLAN FOR STUDENTS WHO MET STANDARD	PLAN FOR STUDENTS WHO PARTIALLY MET STANDARD	PLAN FOR STUDENTS WHO DID NOT MEET STANDARD
What?	What is your theme?	Theme vs Topic	Theme reteach with picture book or videos
When?	Two days after CFA	Two days after CFA	Two days after CFA
Who and How?	Swicegood - Pioneer Period	Hall - Pioneer Period	Clement - Pioneer Period and pull out, Spikes - Pioneer Period

Example of a CFA

Copy of 2023/2024 Inference CFA

8.RC.3.RF: Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

tclement@gentrypioneers.com Switch account ☁

* Indicates required question

Email *

☐ Record tclement@gentrypioneers.com as the email to be included with my response

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What does the last scene tell you about how Pierce got into the house? *   1 point

Imaged by Heritage Auctions, HA.com

○ He broke in

○ He had a key

○ His friend let him in

○ The butler let him in

How do you know? Use evidence from the comic to support your answer *   1 point

Your answer

How does Mrs. D react to Pierce in the first scene and why does she react this way? *   1 point

Imaged by Heritage Auctions, HA.com

Your answer

How is Garfield reacting in the first two scenes? *   1 point

Proficiency Scales

Learning Goal	Theme
Standard Code	6.RC.2.RF

Exceeding 4	The student demonstrates in-depth inferences and applications of the skill going beyond Meeting or what was taught. For example, the student can ☐ compare/contrast the thematic message within two texts| ☐ create an original narrative with a thematic message using supporting details
3.5	(P.E.) Partial success at Exceeding criteria.
Meeting 3	The student can determine how the theme of a text is conveyed through supporting details.
2.5	(P.M.) Partial success at Meeting criteria.
Approaching 2	The student can define ☐ theme (literary text) The student can determine ☐ a thematic message The student can provide ☐ supporting details related to the theme
1.5	(P.A.) Partial success at Approaching criteria.
Beginning 1	With help, the student can demonstrate partial success of the Approaching and/or Meeting criteria (Student accommodations and/or modifications consistent with their IEP, 504 or ELPAC shall not be considered "help" as it relates to this criteria)
Insufficient Evidence	No success in any of the criteria even with help.

* To achieve Meeting, students must be able to work independently with age and grade appropriate texts.

Learning Goal	Expository Writing
Standard Code	8.W.2.S

Exceeding 4 (10)	The student demonstrates in-depth inferences and applications of the skill going beyond Meeting or what was taught. For example, the student can ☐ critique a peer's informational writing offer appropriate, supportive suggestions and edits ☐ propose a way to show evidence of Exceeding, through an original piece of work, an inquiry project, etc.
3.5	(P.E.) Partial success at Exceeding criteria.
Meeting 3 (9)	The student can write to inform about a topic: introduce a topic with a clear preview of what is to follow; organize ideas, concepts, and information using broad categories; select well-chosen facts, definitions, concrete details, quotations, and examples; maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.
2.5	(P.M.) Partial success at Meeting criteria.
Approaching 2 (7)	The student can, in isolated or brief writing tasks,: ☐ Distinguish key ideas or concepts of a specific topic ☐ Select facts, definitions, details, or quotations to inform about supporting ideas. ☐ Organize the information into categories using a structure (description; sequencing; cause/effect; problem/solution; compare/contrast)
1.5	(P.A.) Partial success at Approaching criteria.
Beginning 1 (6)	With help, the student can demonstrate partial success of the Approaching and/or Meeting criteria (Student accommodations and/or modifications consistent with their IEP, 504 or ELPAC shall not be considered "help" as it relates to this criteria)
Insufficient Evidence	No success in any of the criteria even with help.

CFA Data

6	
Inference	
Beginning	28%
Approaching	6%
Meeting	19%
Exceeding	47%
Cite Evidence	
Beginning	45%
Approaching	28%
Meeting	20%
Exceeding	6%
Organizing Ideas	
Begiining	67%
Approaching	25%
Meeting	7%
Selecting Evidence	
Beginning	19%
Approaching	50%
Meeting	30%

7	
Inference	
Beginning	4%
Approaching	34%
Meeting	35%
Exceeding	27%
Cite Evidence	
Beginning	21%
Approaching	33%
Meeting	34%
Exceeding	12%
Organizing Ideas	
Beginning	11%
Approaching	36%
Meeting	37%
Exceeding	17%
Selecting Evidence	
Beginning	16%
Approaching	53%
Meeting	31%

8	
Inference	
Beginning	8%
Approaching	8%
Meeting	13%
Exceeding	72%
Cite Evidence	
Beginning	19%
Approaching	49%
Meeting	20%
Exceeding	13%
Organizing Ideas	
Beginning	12%
Approaching	38%
Meeting	44%
Exceeding	6%
Selecting Evidence	
Beginning	0.09%
Approaching	12%
Meeting	87%

What is next?

- ATLAS Classroom Assessment Tools
- Finalizing our unit plans
- Goal setting for teachers and students