

Grades K-1-2 Data Day Work Guide **Monday – September 19, 2011**

(This Work Guide is very long. Please print a copy, save it for future reference and forward it to your teachers. Also, it has hyperlinks to group specific tasks.)

Purpose:

The purpose of Data Day is to make specific instructional decisions about content and instruction through an examination of the Next Generation Sunshine State Standards (NGSSS), district Curriculum Maps, Item Specifications and student data. Success at grade 3 is determined by the foundation established in K-1-2. Therefore, a Professional Learning Community (PLC) approach will be used for K-1-2 teachers on Data Day. Teachers will carry out meaningful data conversations to facilitate an increase in student achievement and obtain learning gains.

This year we will continue to use Discovery Education Assessments as the Progress Monitoring tool for all students. K—1—2 will have three (3) administrations in Reading and Math per year. Each school was provided the opportunity to select paper and pencil or online for each administration at each grade.

- For paper and pencil administrations, Discovery will provide hard copies of the tests and ask the individual schools to return them in prepaid envelopes. Results will be posted on the Discovery website within 7 to 10 business days of Discovery receiving them.
- For online administrations, results will be posted immediately after testing. Based on the Discovery results, teachers will review and revise goals and strategies to maximize student performance.

School Administrator Responsibility Before Data Day:

- Ensure that all staff members know how to locate and access Public folders on OUTLOOK.
- Ensure staff members know that classrooms that administered
 - paper and pencil and have not had their scores posted will be analyzing the standards and item specs and establishing strategies to maximize student performance.
 - online testing will be analyzing Discovery data for reading and math
- Inform K—1—2 teachers that all Data Day documentation will be found on OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 1112 DATA DAY> School Folder.
- Determine K—1—2 PLC location and timeframe for Reading in the morning and Math in the afternoon.
- For Classrooms with Discovery results posted - Print Discovery Reports or ensure that these teachers print out the following reports **before** Data Day. Directions for printing are:

- Log in to Discover
 - After login, select the Assessment tab (top left). Under the Assessment Components, select **View Benchmark Reports**
- On the next screen, on left hand side under **Benchmark Reports**, select **PDF Teacher**
- Click the “Select” box next to the class you select for the teachers to review
- Click the “View Report” button.
- A PDF file with the Student Sub-skills Report will show. Print the following pages:
 - Discovery Student Sub-skills Report **(B)** - This is the NGSSS Benchmark report
 - Discovery Item Summary Report
- Provide the Work Guide (this document) to all teachers.
- Print one copy of the 3-5 Grade FCAT 2.0 Test Specifications Manual
 - Links:
 - [3-5 Grade FCAT 2.0 Reading Test Specifications Manual](#)
 - [3-5 Grade FCAT 2.0 Math Test Specifications Manual](#)
- Determine timeframe and product(s) expected at the end of the day.

Materials Needed for Data Day:

- The following materials will be available on OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 1112 DATA DAY> School Folder.
 - Next Generation Sunshine State Standards (NGSSS) for K—1—2 for Reading and Math and Common Core Standards
 - Test Item Specifications for Grade 3
 - Content Cluster averages for Grade 3 for Reading and Math 2011. This includes school and state averages.
 - K—1—2 DATA DAY Summary Worksheet Fall 2011
 - (Grade 2 only) SAT10 for Grade 1 Reading and Math for 2010-11
 - Discovery reports for Classrooms with Discovery results.

Links to During Data Day Activities:

- [During Data Day \(*Paper And Pencil Discovery Classrooms*\)](#)
- [During Data Day \(*Online Discovery Classrooms*\)](#)

During Data Day (*Paper And Pencil Discovery Classrooms*):

K—1—2 teachers will address Reading in the morning and Math in the afternoon. They will:

1. Unpack the Standards

- In a PLC by Grade Level, Teams meet to understand and analyze NGSSS and district Curriculum Maps
 - Identify the NGSSS benchmarks that are taught in Kindergarten (or in Grade 1 or 2) and are also critical for Grade 3 FCAT 2.0 success. The link

to the NGSSS is

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>

- Identify Grade K, 1, or 2 NGSSS that are tested at Grade 3.

For example: Benchmark LA.1.1.6.9 Vocabulary development, which is included on the 1st Grade NGSSS, is also included on the 2nd Grade NGSSS as LA.2.1.6.8 and is tested on the 3rd Grade Reading FCAT. This benchmark is also assessed and reported on the Grade 2 SBAR.

2. Examine results by Content Cluster

- Examine how your school performed on the 2011 FCAT 2.0 Reading in 3rd grade to determine the areas of greatest need at my school.

Grade 2 teachers will also:

- Examine SAT10 results for prior year Grade 1 (In Public Folders) to identify students scoring 39 national percentile or less as struggling students.
- Discuss how the data will be used for PS/Rtl in 2011-12.

3. Summary: Complete K—1—2 DATA DAY Summary Worksheet Fall 2011 Activity




- Summarize grade findings: **What are our “Areas of Need” in Reading and Math?**

4. Connecting Data to My Own Instruction: Locate and determine resources for the first nine (9) weeks of instruction that tie back to the district Curriculum Maps

- Using the summary sheet showing the “Area of Need”, examine the Curriculum Maps (Reading and Math) to determine if benchmarks in our “Areas of Need” are included in the first nine (9) weeks’ maps.
- Identify which benchmarks are covered in the first nine (9) weeks in the District Curriculum Maps and select appropriate resources.
- Some resources are listed at the end of this email.

During Data Day (Online Discovery Classrooms):

K—1—2 teachers will address Reading in the morning and Math in the afternoon. They will:

- Examine the Discovery Baseline #1 reports that were printed and provided.
- Discovery Color Coding is as follows:
 -  Means that more than 60% of the students have the item correct
 -  Means that between 40% and 59% of the students have the item correct
 -  Means that 39% or less of the students have the item correct

- Analyze this report by:

- Identifying the students who have the lowest performance on the Discovery Baseline #1
Note: Grade 2 teachers will compare this list to the SAT10 results for prior year Grade 1 (In Public Folders) to identify students scoring 39 national percentile or less as struggling students. Identify any students who have a significant change in performance.
- Review each reporting category in the Discovery report (beginning with the category with the lowest student performance)
- Analyze this report and determine if there is a trend of incorrect answers for each strand.
- Look for the following incorrect answer patterns
 - Pattern 1 - The majority of the students selected the same incorrect answer – for example, the correct answer is “B” and the vast majority of the students selected “C” as the correct answer.
 - Pattern 2 - The majority of the students missed the item – for example, the correct answer was “C” but the students selected “A”, “B” and/or “D”.
 - Select the FCAT cluster area with the most incorrectly answered questions.
 - Examine the copy of the baseline test and locate the identified items on the test.
 - Identify plausible misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table.
- Once the low performance benchmarks are identified, review the FCAT 2.0 Test Specifications and Sample items for grade 3 that relate to these benchmarks
 - Links:
 - [3-5 Grade FCAT 2.0 Reading Test Specifications Manual](#)
 - [3-5 Grade FCAT 2.0 Math Test Specifications Manual](#)
 - Document any specific teaching items that can be reviewed with students to help increase academic performance in these areas

Note: After Data Day continue analyzing the areas not completed during Data Day

AT THE END OF DATA DAY:

Final products for Grades K—1—2 are:

- Completed K—1—2 DATA DAY Summary Worksheet, which includes selection of possible resources for the first nine weeks (in Reading and Math), based on findings of the analyses.
- Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET located at
<http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.

- Each teacher and administrator will complete a brief online survey for feedback and concerns. Link will be emailed on Data Day to all teachers and administrators.

AFTER DATA DAY:

- For Paper and Pencil classrooms: when the K—1—2 Discovery Assessment results are posted on the Discovery website, review and revise your goals and strategies to maximize student performance.
- Teachers will monitor the progress of the individual students.
- There will be periodic reviews of the data to ensure all students are on track to be proficient.

Grade 1 – 2 teachers will:

- In a PLC (by grade/department/discipline or specific team)
 - Identify potential students needing supplemental services (Tier 2) and ensure these services are provided.
 - Determine if all available data sources have consistent findings and determine discrepancies, if any.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.

Resources for K-2 Data Day - Reading/Language Arts

Discovery Education (www.discoveryeducation.com)

After logging in, follow these links:

-Assessment

-Instructional Resources

-Early Skills Assessment

Grade Kindergarten

#1 - Reading/Language Arts - Letters

4.2 Distinguishes Between Letters and Numbers

LA.K.1.1.7

-name all upper and lower case letters of the alphabet

Link: Alphabet A-Z

#2 - Phoneme

3.1 *Recognizes Rhyming Words*

LA.K.1.2.4

-recognize and use words that rhyme

Link: Words That Rhyme with Bat (part of a series of rhyming video clips)

#3 - L:Strat

9.4 *Listen: Using Predictions for Understanding*

LA.K.1.7.1

-make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations)

Link: Gorilla and the Zookeeper's Keys

**click on "Related Materials" button to view teacher's guide*

Grade 1

#1 - Reading/Language Arts – Consonants – Sub-skill: Consonant Blends

LA.1.1.1.2

-distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem)

Link: "Reading Print: Words, Words Everywhere"

#2-Vocabulary

6.3 Words in Context

LA.1.1.6.4

-categorize key vocabulary and identify salient features

Link: "Reading Out Loud, The Birthday Boy"

#3-R:Strat

9.12 Read: Using Predictions for Understanding

LA.1.1.7.1

-identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading

Link: Max Makes Mischief, Gets Sent to His Room

*click on "Related Materials" button to view teacher's guide

Grade 2

#1 - Reading/Language Arts - Reading Process: Vocabulary

LA.2.1.4.1 Spelling Patterns

- use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families)

Link: Sadler Oxford Educational Publishing

Middle Digraphs Game

#2-Reading Process: Vocabulary

LA.2.1.6.1 Use New Vocabulary

- use new vocabulary that is introduced and taught directly

Link: BBC Skillswise

Homophones

#3 - LA.2.1.7.3 Summarize

- summarize information in text, including but not limited to main idea, supporting details, and connections between texts;

Link: In Summary: The Story of Tom Thumb

Summarizing a story using main idea and details

We look forward to improving student achievement and reaching proficiency for all. If you have any questions, please email me at wilma.ferrer@polk-fl.net .

Thank you.
Wilma

(This guide will also be included in Outlook)