

NOBLE AVENUE ELEMENTARY SCHOOL

Kindergarten Grade Level Agreements March 2010

Problem

- 62% of students are proficient in reading High Frequency Words.

Hypothesis Statement

- The problem is occurring because the curriculum lacks daily explicit lessons for teaching HFW.

Prediction Statement

- If students receive daily explicit instruction in High Frequency Words then the problem will decrease.

Pre-test

Teachers will administer a pre-test with 15 target high frequency words to 5 students by 3/9/10. The assessment will be written in sentence format. Students will be asked to read the sentences. A three second hesitation rule will apply, if a student does not read a word in 3 seconds the teacher will tell the student the word and mark the word with a slash to indicate the word was not known. If a student reads the word incorrectly the teacher will write down the word the student said, which will help analyze student errors more specifically.

Lessons

Daily explicit lessons teaching target high frequency words will be taught for a period of 12-15 days. Lessons will be taught for 15 minutes to a group of 5 focus students during IWT. IWT will be extended an extra 15 minutes each day.

Post-test

The post-test will be administered during the window of 3/26/10-3/31/10

Target High Frequency Words:

the	is	it	I	have	can
see	a	what	do	in	not
she	and	no			

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First Grade Grade Level Agreements March 2010

Problem

55% of students are proficient in fluency and 49% of students are proficient in comprehension.

Reason

The problem is occurring because students don't automatically recognize sound spelling card patterns in written words.

Hypothesis

If students have more time to practice words with specific sound spelling patterns the problem will decrease.

Pre-test – To be administered by 3/9/10

A pre-test with specific sound spelling patterns will be administered to five students in each class. Students will be asked to read the list of words, if the word is misread the assessing teacher will make note of what the student read, if the student hesitates more than 3 seconds to read the word, he/she will be prompted to keep reading the rest of the list.

Lessons

Teachers will review all long vowel sound spelling cards by name, sound and spellings every day starting 3/10/10 and ending on 3/24/10. The review will be followed by a mini-lesson on blending and reading words with two different long vowel spelling, students will be exposed to a total of 60 word cards (30 for each spelling).

Post-test

A post-test will be administered to a control group of students; the same procedure as the pre-test will be followed. Results from both assessments will be analyzed. Post-test will be administered by 3/25/10.

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2nd Grade

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Problem

40% of students are proficient in vocabulary.

Hypothesis Statement

The problem is occurring because students lack exposure and ownership of vocabulary words.

Prediction

If students receive multiple exposures of vocabulary words then the problem will decrease.

“Multiple exposures” is defined as 4 or more exposures of the same word. Multiple exposures need to be presented in four of the following formats:

- ✓ Transparency
- ✓ Word Web
- ✓ Vocabulary Circle Maps
- ✓ Visuals aids and kinesthetically

Pre-test

An assessment with 10 vocabulary words will be administered to a small group of students. The assessment will ask students to write what they know about the words; it will be open ended in nature. Pre-test needs to be administered by 3/9/10. Select 5 focus students and provide multiple exposures of vocabulary words to focus group during IWT.

Lessons

Vocabulary will be explicitly taught through the use of two vocabulary transparencies. Students will be given a copy of the transparency to follow along. Lessons will be taught during the period of 3/10/10-3/24/10.

Post-test

The post-test will be a replica of the pre-test. The assessment will ask students to write what they know about the words, it will be open ended in nature. Pre-test needs to be administered by 3/25/10.

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3rd Grade Grade Level Agreements March 2010

Problem:

- 33% of students are proficient in comprehension.

Hypothesis Statement

The problem is occurring because students are not making inferences when they read the text and the curriculum does not have explicit lessons on how to teach the skill of making inferences.

Prediction Statement

If we teach the skill of making inferences in a different format then the curriculum supports then the problem will decrease.

Pre-Test

- Passage: *Great Leapers*, with 8 inferential questions, multiple choice
- Teachers will administer pre-test to all students
- Students will be given approximately 30 minutes to complete the assessment
- Assessment must be administered by 3/9/10

Lessons

- After the pre-test is administered teachers will explicitly teach the skill of making inferences following the format on page 141-142 of *Strategies that Work* (Teaching Text Clues to Make Inferences) for a period of 12 days.

Post –test

- Passage: *Great Leapers*, with 8 inferential questions, multiple choice
- Teachers will administer post-test to all students
- Students will be given approximately 30 minutes to complete the assessment
- Assessment must be administered by 3/25/10

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4th Grade

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Problem

45% of students are proficient in comprehension.

Hypothesis Statement

The problem is occurring because students read the text but don't summarize what they read in their own words, nor do they make inferences.

Prediction Statement

If we teach daily/weekly explicit lessons in summarizing and making inferences then the problem will decrease.

Pre-test

A pre-test with 7 inferential questions will be administered to all students. The pre-test will be administered no later than 3/9/10.

Lessons

Daily explicit lessons will be taught whole group. The focus will be making inferences from the text and background knowledge. The format for the lessons will follow the same format as in *Strategies that Work*, pages 141-142. Daily explicit lessons in making inferences will be taught during the period of 3/10/10-3/24/10.

Post-test

The post-test will be administered between 3/25/10-3/31/10. Results will be analyzed.

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5th Grade

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Problem

- 36% of students are proficient in writing strategies and 44% of students are proficient in writing conventions.

Hypothesis Statement

The problem is occurring because the curriculum lacks daily explicit lessons, specifically in Writing Strategies 1.6 and Writing Conventions 1.1.

Prediction Statement

- If we teach daily explicit lessons in conjunctions, independent and dependent clauses then the problem will decrease.

Pre-test

- Teachers will administer assessment by 3/9/10 (whole class) , a passage and questions from *Measuring Up* and CST released test questions will be used. Students will be given 30 minutes to complete assessment.

Lessons

- Lessons will be delivered daily, 3/11/10-3/24/10, for 30 minutes.

Post-test

- Post-test will be administered by 3/25/10 (whole class). Students will be given 30 minutes to complete assessment.