




# 6th Grade Data Presentation



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# ELA



Stevens



# BOTTOM QUARTILE STUDENTS

READING:

\*\*\*Student names removed<sup>E</sup>

# 6th Grade ELA

## Standards Covered So Far:

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**Literature: All students have mastered the standards relating to fiction/literature.**

LAFS.6.RL.1.1 TEXT EVIDENCE

LAFS.6.RL.1.2 THEME

LAFS.6.RL.1.3 PLOT AND CHARACTER

LAFS.6.RL.2.4 WORD MEANINGS

LAFS.6.RL.2.5 TEXT STRUCTURE

LAFS.6.RL.2.6 POINT OF VIEW

**Informational:**

LAFS.6.RI.1.1 TEXT EVIDENCE

LAFS.6.RI.1.2 CENTRAL IDEA

LAFS.6.RI.1.3 KEY EVENT, IDEA, INDIVIDUAL

LAFS.6.RI.2.4 MEANINGS OF WORDS AND PHRASES

LAFS.6.RI.3.7 INFO IN DIFFERENT FORMATS AS WELL AS IN WORDS

LAFS.6.RI.2.5 TEXT STRUCTURE

LAFS.6.RI.2.6 POINT OF VIEW AND PURPOSE

LAFS.6.RI.3.9 COMPARE AND CONTRAST

LAFS.6.RI.4.10 READ AND COMPREHEND LITERARY NONFICTION

# 6th Grade ELA

## Standards Covered So Far:

### **Writing:**

LAFS.6.W.1.1 WRITE ARGUMENTS

LAFS.6.W.1.2 WRITE INFORMATIVE/EXPLANATORY TEXTS

LAFS.6.W.2.4 CLEAR AND COHERENT WRITING

LAFS.6.W.2.5 DEVELOP AND STRENGTHEN WRITING AS NEEDED

LAFS.6.W.4.10 WRITE OVER EXTENDED TIME FRAMES

LAFS.6.W.3.9 DRAW EVIDENCE FROM LITERARY AND INFORMATIONAL TEXTS

### **Language:**

LAFS.6.L.1.1 CONVENTIONS (PRONOUN FOCUS)

LAFS.6.L.1.2 CAPITALIZATION, PUNCTUATION, AND SPELLING

LAFS.6.L.2.3 SENTENCE PATTERNS; CONSISTENT STYLE AND TONE

LAFS.6.L.3.5 FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, NUANCES IN WORD MEANINGS

LAFS.6.L.3.6 ACQUIRE AND USE GRAD-APPROPRIATE WORDS AND PHRASES

# 6th Grade ELA

## Lowest 25% Level of Understanding:

The students in the bottom quartile have a low understanding of all of the standards. They struggle across the board with all four areas of ELA. (writing, language, literature, informational text)

## \*\*General Population Level of Understanding (Struggled a lot with this. EVERY student is different.):

Writing: Low

Language: Low to Average

Literature Standards: Low to Average (with some exceptions)

Informational Text: Low to Average (with some exceptions)

- All students require remediation in the area of writing; I plan to provide more instruction, conference with individual students, and provide specific feedback with specific areas of weakness within writing. NWEA does not assess writing.
- All students will benefit from more exposure to informational texts. (about 50% passed the most recent test)
- I also plan to tie language instruction to the writing instruction and provide grammar lessons for specific needs.

# 6th Grade ELA

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## **Standards not mastered for the entire grade level on the benchmark exam:**

Connotation and Denotation **LAFS.6.RL.2.4, LAFS.6.RI.2.4, LAFS.6.L.3.5**

Literary Point of View **LAFS.6.RL.2.6, LAFS.6.RI.2.6**

Introducing and Closing a Topic **LAFS.6.W.1.1, LAFS.6.W.1.2, LAFS.6.W.1.3**

Supporting and Developing Topics **LAFS.6.RI.1.2, LAFS.6.RI.1.3, LAFS.6.W.1.1, LAFS.6.W.1.2, LAFS.6.W.1.3**

Planning **LAFS.6.W.2.5**

Summary **LAFS.6.RL.1.2, LAFS.6.RI.1.2**

**\*\*We did not begin informational text until quarter 2; this is ALWAYS an area of need.**

# Remediation Plan ELA

## Bottom Quartile:

- Conference with each student; show progress and individual goals based on NWEA.
- Use NWEA Path on Study Island to address areas of weakness.
- Monitor and document the completion of each blue ribbon.
- A group of **11 students** have been identified who are receiving a completely modified curriculum to suit their needs and are working in a small group and/or receive constant support from Ms. Kloski.
- **Most, if not all, are in Intensive Reading with Andrea Judisch. If they are not in her class, could we add them? (She is awesome!)**

## General Population:

- All students are REQUIRED to earn a blue ribbon for each standard taught throughout the year. They are given one week to do so. The blue ribbon indicates mastery of each individual standard.
- **Wrap and re-teach standards** continually throughout the year. Repeated exposure is key. (Example: 5-A-Day Language Review, Plot Elements, Central Idea)
- Encourage students to attend tutoring. Plan specific work for tutoring hour.
- Use NWEA path on Study Island to address areas of weakness.



# Upcoming Standards:

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- Between now and Christmas, I will teach a unit on poetry and a unit on writing informational texts. We will continue to complete five-a-day language reviews. ALL of the standards from now until the end of the semester are repeat standards because that is how it works in ELA. Once students have had their first exposure to each of the individual standards, they repeat with each text we read, each essay we write, and each sentence we parse. The standards loop all year long. Multiple standards are addressed with each passage we read.

# Ways to Help Students Grow in ELA:

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Read aloud to them.

Listen to them read aloud to you.

Discuss texts for understanding.

Work in smaller groups.

Address weaknesses in writing.

Beef up vocabulary requirements across all classes.

# Social Studies Plan - to support lower 25%

1. Modified curriculum (at or below grade level ability) - small number (DG / EP / LH / WH / NO / FL / SE / LHS)  
— Goal: - To insure success / build confidence / increase skills & develop independent work habits
2. Incorporate more content based, grade level, informational text (focused on my standards) into curriculum - (mixture of direct reading instruction & independent reading with discussion after)  
Goal: Build reading stamina, reading skills/strategies, & background knowledge/vocabulary
3. Incorporate more writing into curriculum through constructed responses & RACE-C type responses.
4. Periodically allot class time to work on their independent learning paths. (ie - early release days / short schedules)

# Art/Spanish

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- Mrs. Franek will incorporate biographies and other informational texts that pertain to art, art history, art techniques, and etcetera. The class will read texts aloud for understanding, identifying and defining difficult vocabulary.

# Science

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- Informational Texts are often the biggest area of struggle for students.
- The 6th grade science teachers have begun to incorporate informational texts (technical texts related to science) into lesson plans that have reading related questions to check for understanding.



# MATH



Maldonado



# 6th Grade Math

## Standards Covered So Far:

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### ***Ratios and Proportional Relationships***

Understanding Ratios, Equivalent Ratios, Unit Rate Problems, Percents, Ratios to Convert Measurements\*

### ***The Number System***

Dividing Fractions\*, Mixed Numbers, Dividing Whole Numbers, Adding/Subtracting Decimals, Multiplying/Dividing Decimals, GCF/LCM\* (Periods 3 and 4)

Positive/Negative Integers, Rational Numbers, Ordering Rational Numbers, Absolute Value, Ordered Pairs on a Coordinate Plane (Periods 1 and 2)

# 6th Grade Math

## Snapshot of Lowest 25% Level of Understanding:

The students in the bottom quartile have a low understanding of most standards. They struggle across the board with all four areas of Math, so I have tried to put most of my remediation time into learning math facts (the foundation of everything they do in math), completing lessons on their learning path (their lessons range from 2nd grade- middle school level) and reviewing/practicing our current topic.

## Snapshot of General Population Level of Understanding:

- Period 1 and 2 are moving at a much faster rate than Period 3 and 4. I am currently on Lesson 15 with Periods 1 and 2 and just finishing Lesson 10 with Periods 3 and 4
- Quarter 1 Class Averages:
  - **Period 1:** 92 %
  - **Period 2:** 90%
  - **Period 3:** 76 % (4 A's, 6 B's, 7 C's, 5 D's 1 F)\*
  - **Period 4:** 79% (2 A's, 9 B's, 8 C's, 3 D's 0 F)\*
  - \*I have 27 students in Period 6 from Period 3 and 4 for Intensive Math.



# Remediation Plan for all Math Students

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## General Population:

- All students are REQUIRED to earn a Blue Ribbon for each standard taught throughout the year. They are given one week to do so. The Blue Ribbon indicates mastery of each individual standard.
- Group reviews and partner work-used to practice difficult concepts.
- Encourage students to attend tutoring. Most students use tutoring time for Blue Ribbon completion and going over tests/quizzes they have struggled with.
- Use NWEA path on Study Island and Xtra Math (math fact practice) to address areas of weakness.

# BOTTOM QUARTILE STUDENTS

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Student names removed

*\*did not show growth between Fall and  
Winter test  
\*\*showed growth AND met growth  
projection*

# BOTTOM QUARTILE STUDENTS

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**10 of the 26 did not show growth between fall and winter term  
(38 %)**

**6 of the 26 showed growth, but did not meet their growth projection  
(23%)**

**10 of the 26 showed growth between fall and winter term AND make the  
growth projection  
(38 %)**

# BOTTOM QUARTILE STUDENTS

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## Goal Performance and Standards Data

### Operations and Algebraic Thinking

13/26 scored low: 50%  
9/26 scored LoAvg: 35%  
3/26 scored Avg: 12%

### The Real and Complex Number Systems

10/26 scored Low: 38%  
11/26 scored LoAvg: 42%  
5/26 scored Avg: 19%

# BOTTOM QUARTILE STUDENTS

## Goal Performance and Standards Data cont.

### Geometry

12/26 scored low: 46%  
12/26 scored LoAvg: 46%  
2/26 scored Avg: 8%

### Statistic and Probability

13/26 scored low: 50%  
11/26 scored LoAvg: 42%  
2/26 scored Avg: 8%

Geometry and Statistics/Probability are identical!

# Remediation Plan for Bottom 25%

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- First and foremost, I plan to share data with students and start with my Intensive Math students. I will share their projected growth number and actual growth number. We will celebrate growth or reflect/learn from the information shared. My goal is to make students aware of their progress and help make the “test” more meaningful to them.
- Use NWEA Path on Study Island to address areas of weakness.
- Meet with each student and discuss goal setting for the next test.

# Remediation Plan for lowest 25%

## Math cont.

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- **Xtra- Math:** to help with learning basic math facts.
- **Small Group Daily Math Lessons:** Ms. Muth is teaching the same lesson in her small group Monday- Thursday. She is able to break the problems down, add more explanations and use white boards to model and explain the problems in a small group format. This has made it easier for kids to ask questions and get more help on the problems they are having difficulty with. She is also able to modify problems to each students level. Assessments are also able to be modified with her according to their accommodations plan.
- \*\*Two students are still struggling with the grade level curriculum, so a modified curriculum may be necessary in the very near future.

# ESE

## Mrs. Sipel

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- Staff should feel free to request an IEP meeting/504 meeting/parent meeting if you believe that changes to a plan need to be discussed.
- Adapted materials will be discussed/created whenever requested/needed in any subject area.
- Students may come to 9 3/4 to receive reinstruction (please send info for me to know what/how to instruct) whenever the room is not being used by students who are taking tests.