



Bonnie

Sample Classroom Data

Subject: Total Reading

Grade: 2

The Assignment:

Teachers were asked to rate their students as to the degree to which they were meeting midyear benchmarks or standards in “total reading.” The ranking was completed at the end of the first semester. Teachers were to base their decision on:

- (1) observations of the students in class;
- (2) formal classroom assessment;
- (3) informal classroom assessment; and
- (4) grade-level standards in their school.

Scoring Guide/Rubric:

- 5= Exceeds grade-level standards.
- 4= Meets grade-level standards.
- 3= Close to meeting grade-level standards and will likely meet the standards with additional time and effort.
- 2= Making some progress towards meeting grade-level standards and may meet the standards with additional time, effort, and minor accommodations in the instructional program.
- 1= Making very little progress towards meeting grade-level standards and may meet the standards with substantial additional time, effort, and accommodations in the instructional program.

Classroom Data

<u>Name</u>	<u>Gender</u>	<u>Score</u>
1. Abraham	M	4
2. Adrian	M	2
3. Alexander	M	2
4. Antonio	M	3
5. Armando	M	4
6. Cecelia	F	2
7. Cynthia	F	4
8. Dominick	M	1
9. Elizabeth	F	2
10. Gabriela	F	1
11. Helen	F	1
12. Ivan	F	3
13. Jose	M	2
14. Julie	F	1
15. Karina	F	2
16. Leslie	F	2
17. Mireya	F	3
18. Raymond	M	3
19. Richard	M	3
20. Sergio	M	1
21. Tamara	F	4

Sample Classroom Data

<u>Name</u>	<u>Gender</u>	<u>Score</u>	<u>LEP</u>	<u>F/R Lunch</u>
1. Abraham	M	4		X
2. Adrian	M	2		
3. Alexander	M	2	X	X
4. Antonio	M	3	X	X
5. Armando	M	4		X
6. Cecelia	F	2	X	X
7. Cynthia	F	4		X
8. Dominick	M	1		X
9. Elizabeth	F	2	X	X
10. Gabriela	F	1	X	X
11. Helen	F	1	X	X
12. Ivan	F	3		X
13. Jose	M	2	X	X
14. Julie	F	1	X	X
15. Karina	F	2		X
16. Leslie	F	2	X	X
17. Mireya	F	3	X	X
18. Raymond	M	3		X
19. Richard	M	3		X
20. Sergio	M	1		X
21. Tamara	F	4		

Reading Standards: Grade 2

1. Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su / per*; vowel-consonant / consonant-vowel = *sup / per*).
- 1.3 Decode two-syllable nonsense words and regular multi-syllable words.
- 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).
- 1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

Reading Standards: Grade 2

2. Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress towards this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what, if, how*).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

Reading Standards: Grade 2

3. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

The First Step: Organizing Data

Use the space below to organize these data in a format that makes it easy to analyze student performance.

A User-friendly Sequence for Analyzing Data

Before we come to any conclusions or make any instructional decisions, we must ask ourselves...

1. What do we know as result of examining these data?
2. What do we think (“hunches”) as a result of examining these data?
3. What do we want to know as a result of examining these data?
4. How can we use these data for instructional decision making?

A User-Friendly Sequence for Analyzing Data

1. What do we know as a result of examining these data?

A.

B.

C.

D.

E.

2. What do we think (“hunches”) as a result of examining these data?

A.

B.

C.

D.

E.

A User-Friendly Sequence for Analyzing Data

3. What do we want to know as a result of examining these data?

A.

B.

C.

D.

E.

4. How can we use these data for instructional decision-making?

A.

B.

C.

D.

E.

Sample Grade-Level Data

The chart below indicates how the second grade teachers rated their students based on the rubric described earlier.

- Each teachers is represented by letters "A" through "G."
- The number at the top of each column indicates the performance level.
- The "Total" column indicates the number of students in each class.
- The "LEP" column indicates the number of students identified as Limited English Proficient.
- The "F/R Lunch" column indicates the number of students that qualify for free or reduced meals.

<u>Teacher</u>	<u>Levels of Performance</u>					<u>TOTAL</u>	<u>LEP</u>	<u>F/R Lunch</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			
A	6	11	3	0	0	20	16	16
B	6	6	8	0	0	20	13	17
C	3	6	4	3	3	19	8	18
D	5	7	5	4	0	21	10	19
E	3	8	8	1	0	20	11	18
F	4	3	4	4	4	19	10	16
G	3	10	3	0	0	19	8	17
Total	30	51	38	12	7	138	76	121

Implications for the Principal: What Do You Say? What Do You Do?

Assume that you were the principal of this school and you were planning a ninety-minute meeting to discuss these data with the teachers. What would you do and what would you say?

1. How would you present these data to the teachers?

2. What would be your goal for the meeting?

3. What would you and the teachers do during the meeting?
