



Freedom Elementary – 1st

March 10, 2015



Meeting Objectives:

1. TBT process.
2. Address any concerns, issues, etc.

Norms to Guide Our Work:

Start and end on time	Take phone calls away from the work
Ensure everyone has a voice	Work towards consensus so implementation can succeed
Monitor side conversations	

Grade Level Team Members

Stephanie Ruvoldt	X	Chandra Nuvevan	test
Beth Langridge	X	Julie Moore	testing
Mindy Mathews	X	Patty Richardson	testing

Teachers will place sticker dots on the pacing charts for each subject, each week at the beginning of TBT meeting to indicate what standard they are teaching for the week. Notes: We spent the first 10 minutes doing walkthroughs and followed that with a short discussion.

Step One: Data collection: Opinion Writing

pre-test: 6/49 12%, 2/10 20%, 1/9 11%

Dip- 32/50 64%, SWD 3/9 33%, AA 5/10 50%

Post- 38/49 78%, SWD 6/10 60%, AA 6/10 60%

Step Two:

Strengths : Students have an opinion – they were writing but not always in complete sentences. Most students were able to come up with their opinion but not the reasons why. Improved with practice. Colored pencils and highlighting seemed to help some students to track where they were. Graphic organizer was a help.

Weakness: Not writing complete sentences, some could give one reason but teachers were wanting two. It was graphic organizer and teacher lead. Would like to visit again and have more "on their own"

Step Three: Strategies: Teachers will be modeling a format that breaks the paragraph into beginning, middle and end. Teachers will also show the rubric and exemplar papers. Used 3 different colored pencils for the 3 different areas.

Step Four: next week will come with pre-test data on fact fluency or looking at something off the quarterly to do?

Step Five: Recommend revisiting this tbt at the end of the year with less support

Pre-test	Dipstick	Post-test
proficient <u>6/49</u> <u>12%</u>	proficient <u>32/50</u> <u>64%</u>	proficient <u>38/49</u> <u>78%</u>
Not prof. <u>43/49</u> <u>88%</u>	Not prof. <u>18/50</u> <u>36%</u>	Not prof. <u>11/49</u> <u>22%</u>
SWD prof. <u>1/9</u> <u>11%</u>	SWD prof. <u>3/9</u> <u>33%</u>	SWD prof. <u>6/10</u> <u>60%</u>
SWD not prof. <u>8/9</u> <u>89%</u>	SWD not prof. <u>6/9</u> <u>67%</u>	SWD not prof. <u>4/10</u> <u>40%</u>
Afr. Am prof. <u>2/10</u> <u>20%</u>	Afr. Am prof. <u>5/10</u> <u>50%</u>	Afr. Am prof. <u>6/10</u> <u>60%</u>
Afr.Am. not prof. <u>8/10</u> <u>80%</u>	Afr.Am. not prof. <u>5/10</u> <u>50%</u>	Afr.Am. not prof. <u>4/10</u> <u>40%</u>

Grade 1 Writing Scoring Rubric

Score Point	Content Standards: Process 2, 3, 6, 10 Applications 1	Organization Standards: Process 5 Applications 1	Conventions Standards: Conventions 1, 3 - 6
4 Effective	<ul style="list-style-type: none"> develops a main idea supports a main idea with descriptive words and details determines purpose and audience effectively uses complete sentences 	<ul style="list-style-type: none"> contains a simple beginning, middle and end 	<ul style="list-style-type: none"> displays legible handwriting displays complete sentences displays correct spelling of high-frequency words displays readable phonetic attempts at spelling unfamiliar words displays correct punctuation displays a few errors that do not interfere with meaning
3 Adequate	<ul style="list-style-type: none"> develops a mostly complete main idea supports a main idea with some descriptive words and details determines purpose and audience adequately uses complete sentences in most case 	<ul style="list-style-type: none"> contains a simple beginning, middle and end; one may be missing 	<ul style="list-style-type: none"> displays legible handwriting in most cases displays complete sentences in most cases displays mostly correct spelling of high-frequency words displays mostly readable phonetic attempts at spelling unfamiliar words displays mostly correct punctuation displays occasional errors that do not interfere with meaning
2 Partial	<ul style="list-style-type: none"> develops an incomplete main idea supports a main idea with some details purpose and audience are not clear uses complete sentences in some cases 	<ul style="list-style-type: none"> contains a simple beginning, middle and end; one or two may be missing 	<ul style="list-style-type: none"> displays legible handwriting in some cases displays complete sentences in some cases displays some correct spelling of high-frequency words displays some readable phonetic attempts at spelling unfamiliar words displays some correct punctuation displays patterns of errors that sometimes impede meaning
1 Minimal	<ul style="list-style-type: none"> does not develop a main idea includes few details that do not focus on one topic does not determine purpose or audience uses complete sentences in a few cases 	<ul style="list-style-type: none"> contains a confusing storyline that makes it hard to determine whether there is a beginning, middle or an end 	<ul style="list-style-type: none"> displays legible handwriting in a few cases displays complete sentences in a few cases displays mostly incorrect spelling of high-frequency words displays unreadable phonetic attempts at spelling unfamiliar words displays limited correct punctuation displays patterns of errors that seriously interfere with meaning
0	Student attempts to respond, but response is off-topic, illegible, or insufficient or otherwise fails to meet requirements for a score of 1.		

Name Jayson Date _____

Opinion Writing Sentence Starters/Frames

Beginning

How to begin your Opinion (Stating Your Opinion)*

*Choose only one sentence starter OR write your own!

- In my opinion _____
- a dog is the best dog.
- My favorite _____ is _____.

Middle

How to begin your Reasons*

*Choose three sentence starters OR write your own!

- A dog is great because you
can play with it.
- I enjoy a dog because it
has a balcony.
- _____ is my favorite _____ because _____
- I like _____ because _____
- One reason _____
- Another reason _____

End

How to begin your Conclusion sentence*

*Choose one sentence starter OR write your own!

- Now you know why a dog is the best!
- As you can see _____ is the _____!

Name Jayson

Date _____

Opinion Writing



Beginning

Title: _____

State your opinion:

a dog is the best animal.

Middle

Give reasons to support your opinion:

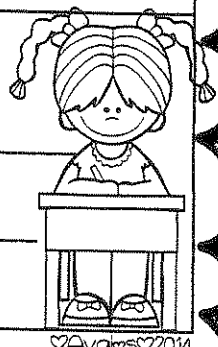
1. a dog is great because you can play with it.

2. I enjoy a dog because I pet the hair.

End

Conclusion:

now you know why a dog is the best!



Name JAYSON

Write about your favorite animal and why you like it.

A dog is the

best animal.

A dog is great

because you

can play with

it.

to enjoy a

dog for care

it protect the

home. Now

you know why

a dog is the

best!

Name _____

Date _____

Opinion Writing



Beginning

Title: _____

State your opinion:

Middle

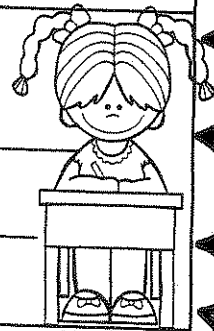
Give reasons to support your opinion:

1. _____

2. _____

End

Conclusion:



3

Name Shelby

Write about your favorite season, Spring, Summer,
Fall or Winter

Summer is the
best season. Summer
is great because i play
with my sisters.
i enjoy summer
because we go to the

the beach. now

you know why

Summer is the best.