

Ohio's 5 Step Process	Learning Target: W.K.2					
<p><b>Step 1: Collect and Chart the Data (5 minutes to combine each classroom's data)</b></p> <ol style="list-style-type: none"> <li>1. Data is charted and brought by all teachers</li> <li>2. Item analysis is done</li> <li>3. Includes # and % of students tested/ proficient and not proficient</li> <li>4. Subgroup data is reported</li> <li>5. Determine your benchmark score for grouping criteria</li> </ol>	<p><b>Student Group</b> <i>Kindergarten</i> <i>Dowler</i> <i>Gale</i></p>	<p><b># of students who took the assessment</b></p>	<p><b># of students who are proficient (Green)</b></p>	<p><b># of students who are near proficient (Yellow)</b></p>	<p><b># of students who are well below proficient (Red)</b></p>	<p><b># of students who are well above proficient (Blue)</b></p>
	<p><b>All Students</b></p>	<p>Pre-41 Post-40</p>	<p>Pre-15 Post-19</p>	<p>Pre 6 Post 5</p>	<p>Pre-13 Post- 6</p>	<p>Pre-7 Post- 10</p>
	<p><b>Students with Disabilities</b></p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre Post</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>
	<p><b>African American Students</b></p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre Post</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>
	<p><b>Gifted/ Enrichment</b></p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p><b>Step 2: Analyze Questions &amp; Student Responses (10-15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Determine overall student strengths</li> <li>2. Were there common errors/misconceptions</li> <li>3. Are there urgent needs?</li> <li>4. Is there a trend?</li> <li>5. Prioritize needs for next steps</li> </ol>	<ol style="list-style-type: none"> <li>1. Most students could solve the addition sentence. Students could also verbally explain their strategies.</li> <li>2. Most students struggled to describe their strategy in written form, and use only one strategy.</li> <li>3. Students need to have more experiences describing their strategies in written form.</li> <li>4. Most students struggle to describe their strategies in written form.</li> <li>5. Give students more opportunities to describe their strategies in written form, and present them with multiple strategies to solve the problem.</li> </ol>					

Ohio's 5 Step Process	Learning Target: W.K.2					
<p><b>Step 1: Collect and Chart the Data (5 minutes to combine each classroom's data)</b></p> <ol style="list-style-type: none"> <li>6. Data is charted and brought by all teachers</li> <li>7. Item analysis is done</li> <li>8. Includes # and % of students tested/ proficient and not proficient</li> <li>9. Subgroup data is reported</li> <li>10. Determine your benchmark score for grouping criteria</li> </ol>	<p><b>Student Group</b> <i>First Grade Johnson Moore</i></p>	<p><b># of students who took the assessment</b></p>	<p><b># of students who are proficient (Green)</b></p>	<p><b># of students who are near proficient (Yellow)</b></p>	<p><b># of students who are well below proficient (Red)</b></p>	<p><b># of students who are well above proficient (Blue)</b></p>
<p><b>Step 2: Analyze Questions &amp; Student Responses (10-15 minutes)</b></p> <ol style="list-style-type: none"> <li>6. Determine overall student strengths</li> <li>7. Were there common errors/misconceptions</li> <li>8. Are there urgent needs?</li> <li>9. Is there a trend?</li> <li>10. Prioritize needs for next steps</li> </ol>	<ol style="list-style-type: none"> <li>1. Most students solved the addition equation correctly</li> <li>2. Most students struggled to explain their strategy in written form and their pictures did not match the problem, using multiple strategies.</li> <li>3. Getting student to explain their thinking and describe their strategies in written form and draw pictures that match the problem.</li> <li>4. Students struggle to describe their strategies and draw pictures to represent the problem.</li> <li>5. Present students with a single problem and solve it multiple ways and draw pictures that represent their reasoning.</li> </ol>					
	<p><b>All Students</b></p>	<p>Pre-47 Post-47</p>	<p>Pre- Post- 22</p>	<p>Pre- 4 Post- 6</p>	<p>Pre-43 Post-0</p>	<p>Pre- Post- 19</p>
	<p><b>Students with Disabilities</b></p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>
	<p><b>African American Students</b></p>	<p>Pre- Post-</p>	<p>Pre- 0 Post-</p>	<p>Pre-0 Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>
	<p><b>Gifted/ Enrichment</b></p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>

Ohio's 5 Step Process	Learning Target: RF.2.4 Read with sufficient accuracy and fluency to support comprehension.					
<p><b>Step 1: Collect and Chart the Data (5 minutes to combine each classroom's data)</b></p> <p>11. Data is charted and brought by all teachers</p> <p>12. Item analysis is done</p> <p>13. Includes # and % of students tested/ proficient and not proficient</p> <p>14. Subgroup data is reported</p> <p>15. Determine your benchmark score for grouping criteria</p>	<p>Student Group <i>2<sup>nd</sup> Grade Stemen Bowers</i></p>	<p># of students who took the assessment</p>	<p># of students who are proficient (Green)</p>	<p># of students who are near proficient (Yellow)</p>	<p># of students who are well below proficient (Red)</p>	<p># of students who are well above proficient (Blue)</p>
<p><b>Step 2: Analyze Questions &amp; Student Responses (10-15 minutes)</b></p> <p>11. Determine overall student strengths</p> <p>12. Were there common errors/misconceptions</p> <p>13. Are there urgent needs?</p> <p>14. Is there a trend?</p> <p>15. Prioritize needs for next steps</p>	<p>All Students</p>	<p>Pre-46 Post-46</p>	<p>Pre- Post-32</p>	<p>Pre-26 Post-7</p>	<p>Pre-19 Post-6</p>	<p>Pre-1 Post-1</p>
	<p>Students with Disabilities</p>	<p>Pre-N/A Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>
	<p>African American Students</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre- Post-</p>	<p>Pre-0 Post-</p>	<p>Pre- Post-</p>
	<p>Gifted/Enrichment</p>	<p>Pre- Post-</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>Pre- Post-</p>
	<p>1. Most students solved the addition equation correctly</p> <p>2. Most students struggled to explain their strategy in written form and their pictures did not match the problem, not using multiple strategies.</p> <p>3. Getting student to explain their thinking and describe their strategies in written form and draw pictures that match the problem.</p> <p>4. Students struggle to describe their strategies and draw pictures to represent the problem. Present students with a single problem and solve it multiple ways and draw pictures that represent their reasoning.</p>					

<p><b>Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)</b></p> <ol style="list-style-type: none"> <li>How will you teach this to the students? (Describe how you will present )</li> <li>What differentiated activities will your students do? How will you group your students? Blue: Green Yellow: Red: 1-1, Small Group, Partner Work, Drill and Practice</li> <li>What resources/materials will your students need?</li> <li>Length/frequency of instruction? 60 minutes daily core instruction with 30 minutes of weekly intervention.</li> <li>What will your post-test be?</li> </ol>	<p><a href="http://olc.spsd.sk.ca/DE/PD/instr/Intera.html">http://olc.spsd.sk.ca/DE/PD/instr/Intera.html</a>  <a href="http://www.pzartfulthinking.org/index.php">http://www.pzartfulthinking.org/index.php</a></p> <ol style="list-style-type: none"> <li>Whole class direct instruction, Interactive Instruction, Small group, 1-1 work on specific weaknesses, Counting all, Counting on, number line, tens frame, quick pic., adding by place value, make a ten.        *Anchor Charts        *Number Talks        *Rigorous Tasks        *Talk Moves- wait time, explain reasoning, agree/disagree, etc.        *Mathematical Practices- Persevere, make sense of the problem.</li> <li>Differentiation according to grade level. (see attached examples)  <b>Kindergarten-</b> Verbal responses were accepted for lowest achieving students and given credit if they could explain their thinking and strategies. Direct instruction, manipulatives were used extensively, including REK-ne-Rek and unifix cubes, etc.  <b>First/Second-</b> Direct instruction, graphic organizers, pair-share</li> </ol>	<p><b>Marzano Strategies:</b></p> <ul style="list-style-type: none"> <li><u>Identifying Similarities and Differences</u></li> <li><u>Summarizing and Note Taking</u></li> <li><u>Reinforcing Effort and providing Recognition</u></li> <li><u>Homework and Practice</u></li> <li><u>Nonlinguistic Representation</u></li> <li><u>Cooperative Learning</u></li> <li><u>Setting Objectives and Providing Feedback</u></li> <li><u>Generating and Testing Hypothesis</u></li> <li><u>Questions, Cues and Graphic Organizers</u></li> </ul> <p><b>1. How Will I Deliver that Instruction?</b></p> <p><b>A.)Direct Instruction(Teacher led):</b>  <i>This strategy is effective for providing information or developing step-by-step skills.</i></p> <ul style="list-style-type: none"> <li>Explicit teaching (state objective, give explanation, model, guided learning)</li> <li>Drill and practice</li> </ul> <p><b>B.)Indirect Instruction (Student-centered)</b>  <i>The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person.</i></p> <ul style="list-style-type: none"> <li>Problem-solving (reflective-solutions, creative-brain storming)</li> <li>Concept formation- students classify information and provide reasons <b>Talk Moves</b></li> </ul> <p><b>C.)Interactive Instruction (discussion and sharing among students):</b> <i>interactive instruction relies heavily on discussion and sharing among participants. Students can learn from</i></p>

		<p><i>peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.</i></p> <ul style="list-style-type: none"> <li>○ Debates, role playing, brainstorming, peer partner learning, think-pair-share, cooperative learning, jigsaw, tutorial groups, interviews, conferencing</li> <li>○ Inquiry- use questioning techniques</li> </ul> <p><b>D.) Experiential Learning (inductive, learner-centered and activity oriented):</b><i>Experiential learning is inductive, learner centered, and activity oriented</i></p> <ul style="list-style-type: none"> <li>○ Narratives, experiments, simulations, games, story-telling, role playing</li> </ul>
<b>SMART GOAL:</b>	80% of students will be proficient on post test	
<p><b>Step 4: Implement the Instruction Consistently</b></p> <ol style="list-style-type: none"> <li>1. Administrator walk-throughs are tied to the strategies the TBT has chosen to implement</li> <li>2. Feedback is provided to staff</li> <li>3. Peer to Peer classroom visits can occur to work as a team on tuning the instructional strategy (Lesson Study Protocol)</li> </ol>	<ol style="list-style-type: none"> <li>1. TBT Walk-thru attached.</li> <li>2. Copy given to Teacher</li> </ol> <p>Kindergarten- Monday thru Thursday 1:00  First Grade- Monday thru Thursday 8:30- 9:30 or 9:45-10:45  Second Grade- Monday thru Thursday 8:30-9:10</p>	

<p><b>Step 5: Collect, Chart and Analyze Pre/Post Data (10-15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Everyone comes with the assessments scored and data ready</li> <li>2. Includes pre data and post for all students and any subgroups</li> <li>3. Best practices shared from classroom teachers that had high student results on post-test</li> </ol>	<p><b><u>Best Practices-</u></b></p> <ol style="list-style-type: none"> <li>3. * Whole class direct instruction, Interactive Instruction, Small group, 1-1 work on specific weaknesses, Counting all, Counting on, number line, tens frame, quick pic., adding by place value, make a ten. *Anchor Charts *Number Talks *Rigorous Tasks *Talk Moves- wait time, explain reasoning, agree/disagree, etc. *Mathematical Practices- Persevere, make sense of the problem.</li> </ol>
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**Data/Dipstick**

**Teacher Based Teams**

**Step 1: Collect and chart student data after the common formative assessment has been given.**

Teacher	# of students who took test	# of proficient students	# of not-proficient students	Blue (Advanced)	Green (Benchmarked)	Yellow (Targeted)	Red (Intensive)
Dowler	20	18	2				
Gale	19	14	5				
Dipstick	39	32	7	19	13	1	6
Johnson	23	9	14				

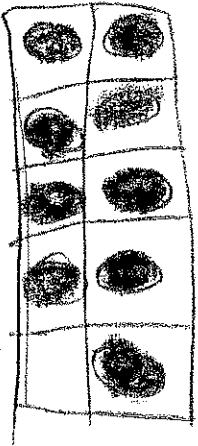
Moore	24	6	18				
1 <sup>st</sup> Dipstick							
Stemen Bowers Dipstick	47	26	21				

K

Name Arianna Bayos

Solve the problem.

$$5 + 4 = \underline{9}$$



Write how you solved the problem.

I used 1 ten frame  
and 1 tens block.  
I use 5 blocks and  
I use 4 blocks



Name: Jewelichte

1.  $24 + 37 = 61$

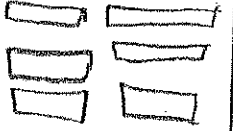
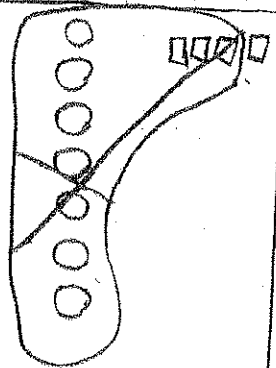
24 is 2 tens 4 ones.

37 is 3 tens 7 ones.

I made a ten so I

had 6 tens 1 one or

61

tens	ones
	
61	37
	24

$$275-159 = \underline{116}$$

gmk

$$\begin{array}{r} 275 \\ -159 \\ \hline 116 \end{array} \quad \begin{array}{r} 116 \\ +159 \\ \hline 275 \end{array}$$

I used a fact family to  
check my answer

I used stacked form to

show my answer first I was

trying to take away 5 and 9 but

I had to regroup I had to turn

the 5 into a 15 then I got 6

Then I was 7 and 0 I crossed out  
the 7 and 0 into a 0 and I got 7 then  
I had to regroup I had to turn  
the 7 into a 17 then I got 1

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	All Students	50	5	17	12	16
	Students with Disabilities	4?				
	African American Students					
	Gifted/ Enrichment	8	2	3	2	1
<p><b>Step 2: Analyze Questions &amp; Student Responses</b> (10-15 minutes)</p> <ol style="list-style-type: none"> <li>1. Determine overall student strengths</li> <li>2. Were there common errors/misconceptions</li> <li>3. Are there urgent needs?</li> <li>4. Is there a trend?</li> <li>5. Prioritize needs for next steps</li> </ol>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>* Making inferences</li> <li>* identifying character traits (lonely, nervous...)</li> </ul> <p><u>Errors:</u></p> <ul style="list-style-type: none"> <li>* citing text evidence</li> <li>* using graphic organizer</li> </ul> <p><u>Next:</u></p> <ul style="list-style-type: none"> <li>* continue working on character traits, citing text evidence</li> </ul> <p>→ happy, sad ←</p> <p>cause / effect char. traits theme main idea / details</p>					

to ... in ... to ... from text

Step 1: Collect and chart student data after the common formative assessment has been given.

3RL1  
 Learning Target (Standard/Indicator) Cite text evidence to demonstrate understanding of text

Teacher	# of students who took test	# of proficient students	# of not-proficient students	Blue (Advanced) 8/8	Green (Benchmarked) 7/8 - 4/8	Yellow (Targeted) 5/8	Red (Intensive) 4/8 - 0/8
Pauff	25	9	16	Caiden	Alli (E)	Gelise	Rosie
				Chase (E)	Isabella	Ariana	Chloe (E)
				Jalen (E)	Mykynna	Breonni	Aliyana
				Xavier	Isiaba	Christian (E)	Jaiden
				Maya	Dylan	Laevndar	Jaeda
				8/1	Kaitlynn	Zaleb	Jacob
					Gabriella	Mikili	Nevaeh
				Post-Poling (5-22/)	Ke'Anish	Emma	Victoria
					Kenyow	Ni'Ann	Bradien
					Danica	Bromine	Natalie
Poling	25	13	12		Makenna (E)	Nahya (E)	Jamelia
					Darrell	Enki	Cori
					Jacob (E)		Danya
					Ortana		Patricia
	50	22	28				
		44%	56%				

Grannam Pre 44%  
 Ellaya Post 100%  
 Kammun  
 Post-Poling (5-22/)

20% Pre  
 50% Post  
 40%  
 Post Poling (7-30/)

Gracie  
 Patrick  
 20%  
 Post-Poling (2-12/)

52%

48

**Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)**

1. How will you teach this to the students?  
(Describe how you will present )
  
2. What differentiated activities will your students do? How will you group your students?  
Blue:  
Green:  
Yellow:  
Red:
  
3. What resources/materials will your students need?
  
4. Length/frequency of instruction?
  
5. What will your post-test be?
  
6. If applicable, describe integrated content.

<http://olc.spsd.sk.ca/DE/PD/instr/Intera.html>  
<http://www.pzartfulthinking.org/index.php>

**Marzano Strategies:**

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and providing Recognition
- X ○ Homework and Practice
- X ○ Nonlinguistic Representation *graphic org*
- X ○ Cooperative Learning
- X ○ Setting Objectives and Providing Feedback
- Generating and Testing Hypothesis
- X ○ Questions, Cues and Graphic Organizers

**1. How Will I Deliver that Instruction?**

**A.) Direct Instruction (Teacher led):**

*This strategy is effective for providing information or developing step-by-step skills.*

- Explicit teaching (state objective, give explanation, model, guided learning)
- Drill and practice

**B.) Indirect Instruction (Student-centered)**

*The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person.*

- Problem-solving (reflective-solutions, creative-brain storming)
- Concept formation- students classify information and provide reasons

**C.) Interactive Instruction (discussion and sharing among students):** *Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.*

- Debates, role playing, brainstorming, peer partner learning, think-pair-share, cooperative learning, jigsaw, tutorial groups, interviews, conferencing
- Inquiry- use questioning techniques

**D.) Experiential Learning (inductive, learner-centered and activity oriented):** *Experiential learning is inductive, learner centered, and activity oriented*

- Narratives, experiments, simulations, games, story-telling, role playing

**SMART GOAL:**

<p><b>Step 4: Implement the Instruction Consistently</b></p> <ol style="list-style-type: none"> <li>1. Administrator walk-throughs are tied to the strategies the TBT has chosen to implement</li> <li>2. Feedback is provided to staff</li> <li>3. Peer to Peer classroom visits can occur to work as a team on tuning the instructional strategy (Lesson Study Protocol)</li> </ol>										
<p><b>Step 5: Collect, Chart and Analyze Pre/Post Data (10-15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Everyone comes with the assessments scored and data ready</li> <li>2. Includes pre data and post for all students and any subgroups</li> <li>3. Best practices shared from classroom teachers that had high student results on post-test</li> <li>4. Use same chart from Step 1 to collect data</li> </ol>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Prof.</td> <td style="text-align: center;">not prof.</td> </tr> <tr> <td>Pre test</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Post test</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">40%</td> </tr> </table> <p style="margin-left: 40px;">- continue bi-weekly text evidence assessment - daily class work - graphic organizers</p>		Prof.	not prof.	Pre test	44%	50%	Post test	60%	40%
	Prof.	not prof.								
Pre test	44%	50%								
Post test	60%	40%								

Pre/Post Test Data – Compiled By Classroom

Teacher Based Teams

Name \_\_\_\_\_

Read the selection. Complete the character graphic organizer.

<b>Character</b>		
<b>Wants or Needs</b>		<b>Feelings</b>
<b>Actions</b>		<b>Traits</b>

Name \_\_\_\_\_

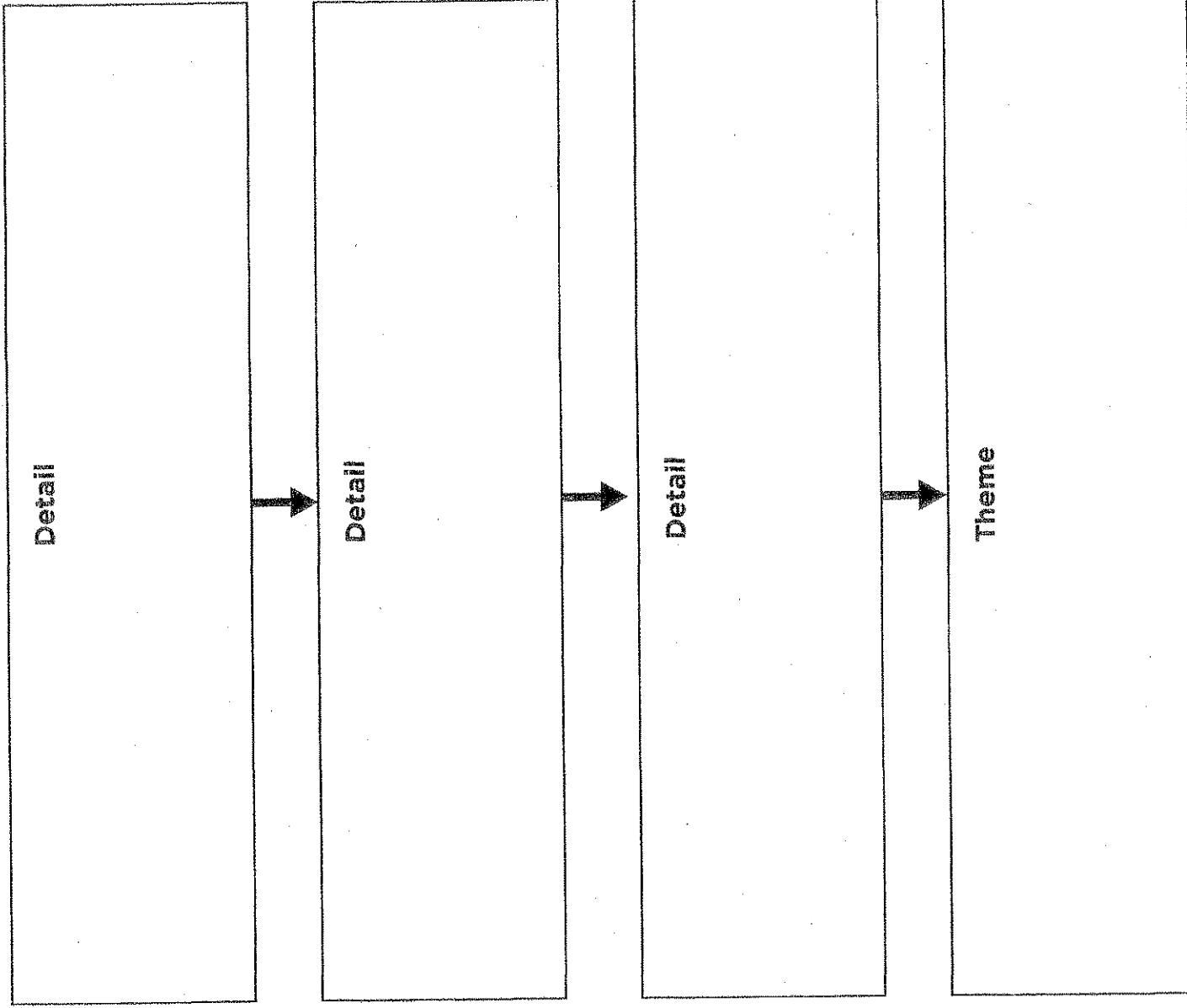
Read the selection. Complete the main idea and details graphic organizer.

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>






Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.



Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
First 	
Next 	
Then 	
Finally 