PPE’s Treasure Map

Team Meeting

Grade\_\_1\_\_\_ Date\_\_10/11/18\_\_\_\_

**Present:**

**ELA Standard: \_**LAFS.1.RI.1.1, LAFS.1.RL.1.2**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Discussion and analysis of student work samples

* What patterns do we see in student practices?
  + Students are not familiar enough with going back into the text for text evidence.
  + Students are becoming better with test taking stamina.
* What are the common errors among students?
  + They provide unrelated details.
  + Not following along; staying on track.
  + Compare/contrast two passages (discussed reversing the test)
* What have students mastered?
  + Still in progress

i-Ready Data

* What does the data show regarding student engagement and effort?
  + Data shows many students are at least one grade level below and working on Pre-K and/or Kindergarten skills.
  + It is very difficult to keep some students engaged in lessons.
  + Students are still having difficulty logging in.
* What adjustments have been made for individual students?
  + Sitting next to them and helping them log in to i-Ready.
  + Changing i-Ready passwords to make sign on easier.
  + Conferencing with students that are scoring less than 70% on lessons.
  + Using i-Ready Reward Chart for lessons passed to motivate students.
  + Adding lesson focused on a target skill.

**WRITING Standard**: \_LAFS.1.W.1.2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Resources (aligns to the rigor of the Standards):
  + Whole Group (10-15 min): Model through read-alouds, picture sorts
  + Small Group: Model through read-alouds, picture sorts
  + Independent/Learning Centers: Word work and reading response journals
  + Assessment Instruments (formal/informal/formative/summative): Writing prompt “Tell What Makes a Bat Unique or Special”

Discussion and analysis of student work samples

* What patterns do we see in student practices?
  + Lack of conventions, spelling, creating sentences, writing stamina
* What are the common errors among students?
  + Lack of conventions, spelling, creating sentences, writing, stamina
* What have students mastered?
  + Still in progress

**MATH Standard**: \_MAFS.1.OA.1.1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion and analysis of student work samples

* What patterns do we see in student practices?
  + Students lack test taking stamina
  + Students have not had enough practice writing to explain their answers
* What are the common errors among students?
  + Not following along; staying on track.
  + The bar model
  + Writing to explain their answers
  + Reversing operations
* What have students mastered?
  + Still in progress

i-Ready Data

* What does the data show regarding student engagement and effort?
  + More lessons are being passed on i-Ready Math than Reading
* What adjustments have been made for individual students?
  + Sitting next to them and helping them log in to i-Ready.
  + Changing i-Ready passwords to make sign on easier.
  + Conferencing with students that are scoring less than 70% on lessons.
  + Using i-Ready Reward Chart for lessons passed to motivate students.
  + Providing students with paper/pencil or whiteboard to solve problems.
  + Adding lessons specific to the standard and skill being taught.

**SCIENCE Standard**: \_SC.1.L.14.3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion and analysis of student work samples

* What patterns do we see in student practices?
  + Students have enjoyed the living and nonliving lessons.
* What are the common errors among students?
  + Lack of higher order thinking experience
* What have students mastered?
  + Students have mastered the first standard (Five Senses)

Other