

Instructional Data Team Report

Grade: Pre-K Date: 3/11/2015 Cycle: 2: Learning Station Teacher: Donna Bonito

Specific Focus ___ Focus [PH.48.7 use writing/drawing tools with increased precision to draw simple shapes, pictures, and/or letters](#)

Grade level material used: Pre -school/ Kindergarten Handwriting Without Tears

NAME ABC order Last, First	District Assessment(s) Data Score(s) for Grouping: Handwriting Without Tears <u>49/62</u>	PRETEST %	Progress Monitoring %	POSTTEST % 80% (49/62) is considered goal	Achieved Smart Goal Improve by 25% or be at goal (gain of 15 pts) Yes or No
1	10% (6/62)	10% (6/62)		13% (8/62)	No
2	24% (15/62)	24% (15/62)		26% (16/62)	No
3	52% (32/62)	52% (32/62)		86% (53/62)	Yes
4	24% (15/62)	24% (15/62)		84% (52/62)	Yes
5	86% (53/62)	86% (53/62)		68% (42/62)	No
6	81% (50/62)	100% (50/62)		100% (62/62)	Yes
7	52% (32/62)	52% (32/62)		90% (56/62)	Yes
8	15% (9/62)	15% (9/62)		35% (22/62)	No

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9	42% (26/62)	42% (26/62)		90% (56/62)	Yes
10	10% (6/62)	10% (6/62)		21% (13/62)	No
11	10% (6/62)	10% (6/62)		90% (56/62)	Yes
12	10% (6/62)	10% (6/62)		48% (29/62)	Yes
13	21% (13/62)	21% (13/62)		74% (46/62)	Yes
14	55% (34/62)	55% (34/62)		85% (53/62)	Yes
15	5% (3/62)	5% (3/62)		45% (28/62)	Yes
16	79% (49/62)	79% (49/62)		90% (56/62)	Yes
17	8% (5/62)	8% (5/62)		42% (26/62)	Yes

% of 17 students AT GOAL on pretest: 18% ; post-test: 71% ; % met SMART goal: 71%

Depending on what your smart goal is, your post-test % may be the same as your smart goal %

SMART GOAL: Based on Pre-Assessment Data

S: Specific M: Measurable A: Achievable R: Relevant/Realistic T: Timely

80 % of preschool students will increase by 25 %, or achieve goal, as measured by the post assessment administered on/by 2/25/15.

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Instructional Strategies Used:

Identifying similarities and differences Summarizing and note taking

Reinforcing effort and recognition Homework and practice

Nonlinguistic representations Cooperative learning

Set objectives and provide feedback Generating/testing hypothesis

Questions, cues, advanced organizers Other _____

How are you using each checked strategy to achieve your SMART Goal?

Students have made gains in their handwriting using visuals and modeling. They have become familiar with the cues of Handwriting Without Tears. They have become skilled at critiquing their own and others products. _____

If we use a multidisciplinary approach (identify strategy), then we expect to see

correct formation of letters and numbers. _____
(student actions/behaviors).

Progress Monitoring

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BRING STUDENT WORK resulting from new instructional strategies. Consider using a protocol for analyzing student work.

Describe the work: Students have been learning to write upper and lower case letters as well as the numbers 1-10 using the Handwriting Without Tears program.

Which teaching strategies are working? How do we know? Verbal cues have been working as well as visual models of letters written correctly and poorly formed to critique.

What skills/concepts are students still struggling with? Writing letters without a model, writing names, writing on a line and writing lower case letters in their name instead of all capitals.

As a team, do we need to change our instructional strategies for the next two weeks? No

How have we enriched learning and challenged students at goal and above? The entire group is above grade level expectations. We are working on Kindergarten skills.

Post Assessment Analysis of Student Work:

- What new challenges have emerged? How will you address these needs? Students need to work on full names using upper and lower case letters and writing on a line.
- What new strengths have emerged? How will you follow up? Students are reciting the verbal cues independently needed to form letters.