

Reviewing our **writing data** from last year has taught us a great deal about our teaching and learning. Common Assessment data for this year hasn't allowed for a historical look to determine trends, but it is building a base from which we can move forward to make greater impact in years to come.

Kindergarten noted 61 kindergarten students (77%) at a prewriting stage (drawing to compose) and below (no response in drawing or composing text) at the beginning of the year. 17 students (23%) exhibited minimal skills in composing text. 1 student (.01%) was able to add details to elaborate.

At the end of the year, kindergarten noted 47 students (59%) at highest levels of mastery with students being able to prewrite, compose text in sentences, add details to elaborate, use appropriate spacing in print, use upper and lower case letters appropriately, punctuate sentences, and exhibit a sound-letter relationship when writing words. The next band of students, 17 students (21%) performed with basic competency of composition skills with errors in punctuating and/or sound-letter relationship. In total, 80% of our kindergarten students were able to achieve basic proficiency and/or mastery of writing skills. The remaining 15 students (~20%) still made marked progress coming from a score of 0/30 on the writing assessment at the beginning of the year to scoring in a range from 13-20 out of the total 30 points possible.

First Grade saw the following improvements in student learning in regards to writing.

Students exhibiting proficiency according to grade level writing rubric at Beginning of Year:

Teacher A 66% (8 students did not)  
Teacher B 50% (12 students did not)  
Teacher C 68% (8 students did not)

Students exhibiting proficiency according to grade level writing rubric at the End of Year:

Teacher A 87% (3 students did not)  
Teacher B 74% (6 students did not)  
Teacher C 88% (3 students did not)

Second Grade noted the following improvements in writing:

Beginning of Year Mastery of Informational Writing (rubric assessed paragraphs, punctuation, main idea, supporting details, and conclusion): 50%

End of Year Mastery of Informational Writing: 93%

Beginning of Year Mastery of Narrative Writing (rubric assessed characters, setting, problem, 2-3 try/fails, solution): 40%

End of Year Mastery of Narrative Writing: 84%

Beginning of Year Master of Opinion Writing (rubric assessed opinion sentence, 2-3 reasons why, conclusion): 40%

End of Year Mastery of Opinion Writing: 90%

Third Grade used the SAGE ELA data as an indicator of progress on student writing.

2013-14 ELA proficiency was 29%

2014-15 ELA proficiency was 29%

2015-16 ELA proficiency was 43%

Our DIBELS data showcases two grade approaching our goal of 80% proficiency. Kindergarten and 3<sup>rd</sup> Grade both had proficiency scores of 79% for their grade level. First grade had 62% at proficiency and Second Grade had 61%.