

SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)

Grade 4 English Language Arts, October 20__

DATA SOURCES: Formative Assessment in Heroes ELA Unit

ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

- RI 4.1: Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.*
- W 4.1: Write opinion pieces on topics or texts supporting a point of view with reasons and information.*
- W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
- W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.*
- SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.*
- L 4.3: Use knowledge of language and its conventions when speaking, writing, reading, or listening.*

Orientation Step 1: Identify the relevant assessments and define the terms used in the assessment data reports (as needed).

The formative writing assessment found in Heroes unit was used: “Use your Hero Organizer to help you select the hero you think made the greatest contribution. Describe what made your person or animal a hero. Write about why you think this person or animal’s contribution was the most important to the other heroes.” The Sample Writing Checklist (W1 Opinion) was used to score responses.

Question Step 2: Identify the questions to answer in this data dialogue.

To what extent can our 4th graders, two months into the school year, analyze text, draw conclusions from texts, and make inferences among several informational texts and then express their thoughts in writing?

Patterns Step 3: Identify the major patterns of students’ strengths and needs at the class level (if possible, by using more than one data source).

MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS
<ul style="list-style-type: none"> • <i>RI 4.1(a): Refer to details and examples in a text when explaining what the text says explicitly.</i> • <i>W 4.1: Introduce a topic clearly and express their opinion about it.</i> 	<ul style="list-style-type: none"> • <i>RI 4.1 (b): Refer to details and examples in a text when drawing inferences from the text.</i> • <i>W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. . . Grouping related reasons, facts, and details together in a way that will make sense to the readers.</i>

Action Step 4: Use the Reflection Guide to help identify the instructional factors that might have contributed to the patterns of student needs. Identify the steps that team members will take to address the patterns of class-level needs and determine when and how re-assessment will occur.

SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS
<p><i>While several “think along” strategies have been mentioned and demonstrated briefly to students so far this year, we have not taught their use explicitly, believing that students had retained this knowledge from third grade.</i></p> <p><i>We decided that the best approach to helping students visualize the relationships among facts, ideas, and details (particularly when drawing inferences when they are not stated explicitly in a text) would be to introduce the most appropriate graphic organizer, such as Venn diagrams, Pareto charts, and sequence chains, for each text as it is read in the remainder of the Heroes unit. We will provide direct instruction in how students should use the tools as they are annotating the text and then use another short prompt as the formative assessment at the end of the <u>Shiloh</u> text.</i></p> <p><i>After students have had experience with a variety of graphic organizers, we will increase the rigor by permitting students to choose which graphic organizer will work best for them and to justify their choice.</i></p>

IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.

Differentiation Step 5: After follow-up and re-assessment (if necessary), identify the students who excelled and those who still need additional assistance. Identify and implement in-class enrichments and interventions for both groups of students.

STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS	STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
<ul style="list-style-type: none"> • Ivory • Anthony • Marcus 	<p><i>We will:</i> <i>Activity #1:</i></p>	<ul style="list-style-type: none"> • Brian • Dylan • Diann 	<p><i>We will use a version of “I do, we do, you do” in a small group “think along” strategy in the next two units. We will:</i></p>

<ul style="list-style-type: none"> • Shana • Javier • Eugenio 	<ul style="list-style-type: none"> • Give pairs of these students, separated in the room, the same uncaptioned picture, but tell them that each group has a different picture. • Ask them to write stories about the relationships or conclusions shown in the picture. • Have them share their interpretations, without revealing the picture until all examples are shared. <p>Activity 2:</p> <ul style="list-style-type: none"> • Have the students create titles to summarize the chapters and titles to identify the characteristics of heroes as chapters of <u>Shiloh</u> are read. • Engage these students in conversation so they can share their thoughts and glean insight into the ideas of others using text dependent questions. 	<ul style="list-style-type: none"> • Carlos • Michaela • Gayle • Jillian <p>-----</p> <ul style="list-style-type: none"> • Kelly • Marla • Hannah • LaToya • Tyrone • Chung 	<ul style="list-style-type: none"> • Model the thought process of identifying the most appropriate graphic organizer that conveys the relationships among the unstated ideas. • Have students read the text and then complete the graphic along with the students, explaining each step of the thought process as it is completed. • Complete a second example collaboratively side-by-side with the students, talking through each step. • To allow one more step in the gradual release process and to incorporate speaking and listening prior to completing the task independently, have students practice and discuss their responses with a partner. • Ask students to complete several examples alone, describing their thought processes orally as they complete the steps. <p>Following this modeling, peer editing sessions will be scheduled in which these students will be paired with better readers and writers and respond to additional writing prompts. Peer editing time will be structured by supplying for students a step-by-step process to give feedback to their classmates about the extent to which they are including in their responses specific examples of relationships that are not explicitly mentioned in the text. Feedback will be provided to the writers and the responders about the quality of editing help being given, as well as the extent to which the assistance was used to improve responses.</p>
--	--	---	---

Future Planning Step 6: Identify a skill or concept to be taught in the next few weeks that students will probably find difficult. Collaboratively plan instructional strategies to teach the difficult concept in a new and innovative way. Reflect on the success of the CFIP session and plan for the next meeting. Implement the agreed-upon instructional improvements and be ready to report on their success at a future CFIP session.

SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC

To provide more focused feedback to students, we will develop customized analytic rubrics focusing on the skills in which the students are having the most difficulty, such as making unstated connections, generalizations, and inferences across multiple texts. These same rubrics will be incorporated into the unit culminating activity for Week 5. To increase rigor and relevance as the unit progresses, we will begin to have students assist in creating or revising the rubrics.

Remaining question: What instructional strategies, other than direct instruction in small groups, are effective in helping students acquire essential interpretation and higher-level reading skills, such as drawing conclusions and making inferences?

Next Meeting: Planning time in two weeks to analyze the results of the “think along” strategy identified in Step 4 and to determine if additional classwide follow-up action is necessary prior to the next formative assessment at the end of instruction on Shiloh.