



WAUWATOSA
SCHOOL DISTRICT
Your Educational Community

PLC Weekly Team Plan

School: Washington

Date: 10/15/08

Grade Level/Department: _____

Team Members Present: _____

Purpose of collaboration:

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

writing team
Smart Goals

Local standard/benchmark being addressed:

- Analyze text
- Math communication

Accomplishments of this meeting:

Completed Team Smart Goals for Math and Reading.

Next Steps	Resources Needed	Person Responsible
Go through Des Cartes to obtain specific information on each student in order to make group for reading block.	Maps Results outline	Class room teachers



WAUWATOSA
SCHOOL DISTRICT
"Your Educational Community"

PLC Weekly Team Plan

School: Washington

Date: 4-1-09

Grade Level/Department: _____

Team Members Present: _____

Purpose of collaboration:

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

Local standard/benchmark being addressed:

Analyzing assessments

- 79% proficient on reading constructed responses!

Accomplishments of this meeting:

- 59% of third graders were proficient (or advanced) in math open response - our goal for mid year was to go from 32% to 40%!
- In reading 75% of the students increased Jan. RIT scores in reading by 5 points or more.

Next Steps	Resources Needed	Person Responsible
<i>continue what's working</i>		<i>all</i>

Rubric for Open Response Questions in Math

4 Points *Wow!*

- ☒ Shows clearly how you got the answer. (Pictures, Diagrams, Number Sentences)
- ☒ Math words are used in the explanation.
- ☒ Steps to solution are explained in correct and clear order.
- ☒ May show more than one way to solve the problem.
- ☒ Answer is correct and labeled.

3 Points *Good*

- ☒ Explanation shows how the answer was found, but may not be as complete as possible.
- ☒ A few steps might be missed or out of order
- ☒ Answer must be correct and labeled.

2 Points *So, So*

- ☒ Explanation is not complete, but there is some evidence that you gave it your best try.
- ☒ Confusing
- ☒ The answer is not correct.

1 Point *OOPS*

- ☒ No explanations as to how the answer was found.
- ☒ Many steps are missing.
- ☒ The question is not answered or the answer is not correct.

Retelling Rubric for Informational Text

4	<ul style="list-style-type: none"> • Accurately retells important concepts from the text in own words. • Organizes the information using appropriate text structure(s) through out the retelling (e.g. sequence, question/answer, cause/effect, compare/contrast, problem/solution, description) • Makes use of text features (maps, charts, diagrams, photographs, etc.) • Utilizes key vocabulary appropriately. • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions.
3 Proficient	<ul style="list-style-type: none"> • Explains the main ideas and supporting details from the text in own words. • Organizes the information using appropriate text structure (e.g. sequence, question/answer, cause/effect, compare/contrast, problem/solution, description) • Makes use of text features (maps, charts, diagrams, photographs, etc.) • Utilizes some key vocabulary. • Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge (schema)
2	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the text, randomly restating facts/concepts, or relying heavily on the author's words. • May copy some material from text. • Organization is less defined; text structure is weak. • May use some text features (maps, charts, diagrams, photographs, etc.) • May utilize some key vocabulary. • May include inaccuracies or omissions • May be short.
1	<ul style="list-style-type: none"> • Relates a limited amount of information, conveying little or no understanding of the text. • May copy extensively from text. • May include some inaccuracies, omissions or confusions. • May include information that is off topic • May be very short.

Adapted by Juli Kendall (9/2003) from the Long Beach Unified School District's "Nonfiction Retelling Rubric." (8/2000)