

# PLC Meeting Record

Subject/Grade Level: All Time: 3:00- 4:00 p.m.

Group Leader: \_\_\_\_\_ Recorder: \_\_\_\_\_

\*Sign In Sheet Attached

**Yearly Goal:** By April 2016, the average number of Tier 2, academic vocabulary terms correctly identified by \_\_\_\_\_ students will be 14 out of 21 or 60% proficiency.

**Meeting Outcome:** Teachers will

- explore instructional processes related to the tier 2/academic vocabulary initiative, and
- interpret available data.

## Agenda

### Sign In

#### School-Wide Initiative: Academic Vocabulary

- Calendar
- Weekly: Post, Discuss, Use/Integrate, Reward

#### Data Review

- PARCC Student Reports
- Assessment Index Trend Data
- Assessment Updates

### Q&A

## Materials.

### Handouts

- Meeting Record
- Vocabulary Guidance
- Data Sheets
- Sample Student Reports

### Meeting Details:

*(What took place during the meeting?)*

#### I. Vocabulary Initiative

- Calendar of implementation handed out. This is to ensure that we have a strategy in place.
- Two words a week until the first week of March.
- Gameplan is to talk to the students during Monday Morning Assembly. We will also be posting the words in our classrooms somewhere during the weeks they are taught. Reward students for using the words in context with things like \_\_\_\_\_ bucks.  
(Email Calendar to put on Teacher's Portal)
- Each student will receive a copy to place in the back cover of their planner: words and definitions.

#### II. PARCC Student Reports

- Sample sheets given of the report to go home to parents.
- Score reports should go home next week.
- Parent guide also explains what the numbers mean. If they ask, send them to the parent guide.

#### III. Assessment Index Trend Data

- Analyzed the handout given.
- Columns determine our school performance score.
- Cohorts: compared colored columns to see how cohorts have achieved or not

\*Ideas for motivating 6th Grade

#### IV. Latest Updates

- Progress Toward Higher Expectations - by 2025 schools with an "A" will have to average a mastery--not the basic we use now.

- According to this adjustment, our highest performing districts are actually in the middle nation wide.
- The number of students scoring basic has continued to rise, however, they are not as competitive on national standards tests.
- Nov. 9-13 Student Score Reports come out



**Academic Vocabulary Initiative  
Implementation Calendar**

<b>November 16-20</b>	
1. apply	If you apply something, you use it for a specific purpose.
2. assess	If you assess something, you estimate its value or quality.
<b>November 30 - December 4</b>	
3. collaborate	If you collaborate, you work together with other people.
4. communicate	When you communicate, you share information with others, usually by speaking or writing.
<b>December 7-11</b>	
5. comprehend	If you comprehend something, you understand it completely.
6. consider	If you consider something, you think about it carefully.
<b>January 11-15</b>	
7. decide	When you decide on something, you think about several choices and then choose one of them.
8. defend	If you defend something, you say why it is true.
<b>January 19-22</b>	
9. diagnose	If you diagnose something, you figure out why it is wrong.
10. distinguish	If you distinguish something, you recognize it for a specific reason.
<b>January 25-29</b>	
11. elaborate	If you elaborate on something, you tell more about it.
12. employ	If you employ something, you use it to accomplish a task.
<b>February 1-5</b>	
13. infer	If you infer something, you decide that it is true after gathering and considering information about it.
14. initiate	If you initiate something, you make it begin.
<b>February 15-19</b>	
15. integrate	If you integrate something, you combine it with other things to form a complete whole.
16. organize	If you organize something, you arrange them in a certain order or plan in a certain way.
<b>February 22-26</b>	
17. recognize	If you recognize something, you know what it is because you have seen it before.
18. reflect	If you reflect on something, you think about it.
<b>February 29- March 4</b>	
19. represent	If you represent something, you create a sign or symbol that reminds people of the original idea or object.
20. research	If you research something, you look for information about it.
21. solve	If you solve something, you find an answer or solution for it.

Word (Verbs)	Definitions
<b>1. apply</b>	If you apply something, you use it for a specific purpose.
<b>2. assess</b>	If you assess something, you estimate its value or quality.
<b>3. collaborate</b>	If you collaborate, you work together with other people.
<b>4. communicate</b>	When you communicate, you share information with others, usually by speaking or writing.
<b>5. comprehend</b>	If you comprehend something, you understand it completely.
<b>6. consider</b>	If you consider something, you think about it carefully.
<b>7. decide</b>	When you decide on something, you think about several choices and then choose one of them.
<b>8. defend</b>	If you defend something, you say why it is true.
<b>9. diagnose</b>	If you diagnose something, you figure out why it is wrong.
<b>10.distinguish</b>	If you distinguish something, you recognize it for a specific reason.
<b>11.elaborate</b>	If you elaborate on something, you tell more about it.
<b>12.employ</b>	If you employ something, you use it to accomplish a task.
<b>13.infer</b>	If you infer something, you decide that it is true after gathering and considering information about it.
<b>14.initiate</b>	If you initiate something, you make it begin.
<b>15.integrate</b>	If you integrate something, you combine it with other things to form a complete whole.
<b>16.organize</b>	If you organize something, you arrange them in a certain order or plan in a certain way.
<b>17.recognize</b>	If you recognize something, you know what it is because you have seen it before.
<b>18.reflect</b>	If you reflect on something, you think about it.
<b>19.represent</b>	If you represent something, you create a sign or symbol that reminds people of the original idea or object.
<b>20.research</b>	If you research something, you look for information about it.
<b>21.solve</b>	If you solve something, you find an answer or solution for it.

Marzano, Robert J., and Julia A. Simms. *Vocabulary for the Common Core*. 2013.

## JOHN DOE • GRADE 4

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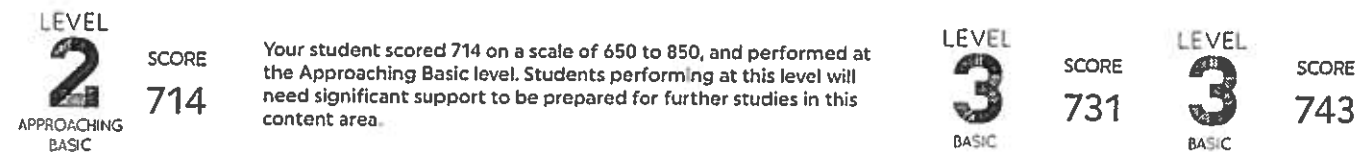
## OVERVIEW

The English Language Arts/Literacy (ELA/L) Assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.

This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

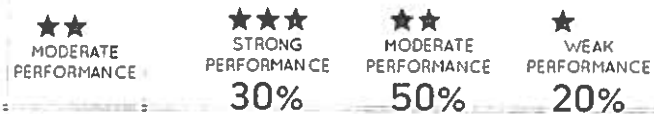
## OVERALL STUDENT PERFORMANCE

DISTRICT AVERAGE STATE AVERAGE



## READING PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING



## WRITING PERFORMANCE

STATE PERCENT OF STUDENTS AT EACH RATING



## LITERARY TEXT

★★★  
STRONG  
PERFORMANCE

In this area, your student is able to read and analyze grade-appropriate fiction, drama, and poetry very well and is prepared for further studies.

## WRITTEN EXPRESSION

★★  
MODERATE  
PERFORMANCE

Your student can compose well-developed, organized, and clear writing, using details from what he/she read, but may need additional support to be fully prepared for further studies.

## INFORMATIONAL TEXT

★★  
MODERATE  
PERFORMANCE

Your student can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music. Your student may need additional support to be fully prepared for further studies.

## KNOWLEDGE &amp; USE OF LANGUAGE CONVENTIONS

★★★  
STRONG  
PERFORMANCE

Your student can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and is prepared for further studies.

## VOCABULARY

★  
WEAK  
PERFORMANCE

Your student will need significant support in using context to determine what words and phrases mean in grade-appropriate texts.

## LEGEND

★★★ STRONG PERFORMANCE Prepared for further studies	★★ MODERATE PERFORMANCE May need additional support to be fully prepared for further studies	★ WEAK PERFORMANCE Will need significant support for further studies
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## PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

SCHOOL	DISTRICT	STATE			
10%	15%	16%	5	ADVANCED (790-850)	Exceeded expectations
20%	23%	24%	4	MASTERY (750-789)	Met expectations
40%	30%	35%	3	BASIC (725-749)	Approached expectations
20%	25%	15%	2	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	1	UNSATISFACTORY (650-699)	Did not meet expectations

This report has been suppressed to protect student privacy. The percent at each achievement level has been rounded down when 1% or less (i.e., ≤ 1%) and when 99 or

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OVERVIEW

The Mathematics Assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.

This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

OVERALL STUDENT PERFORMANCE

LEVEL  
**3**  
BASIC

SCORE  
**739**

Your student scored 739 on a scale of 650 to 850, and performed at the Basic level. Students performing at this level may need additional support to be prepared for further studies in this content area.

DISTRICT AVERAGE

LEVEL  
**2**  
APPROACHING  
BASIC

SCORE  
**724**

STATE AVERAGE

LEVEL  
**3**  
BASIC

SCORE  
**748**

MAJOR CONTENT

★★★  
STRONG  
PERFORMANCE

Your student can solve problems involving addition, subtraction, multiplication and division, place value, fraction comparisons and addition and subtraction of fractions with same denominators, and is prepared for further studies.

LEGEND

★★★  
STRONG  
PERFORMANCE  
Prepared for  
further studies

ADDITIONAL & SUPPORTING CONTENT

★★  
MODERATE  
PERFORMANCE

Your student demonstrated understanding of solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data, but may need additional support to be prepared for further studies.

★★  
MODERATE  
PERFORMANCE  
May need additional  
support to be fully  
prepared for  
further studies

EXPRESSING MATHEMATICAL REASONING

★  
WEAK  
PERFORMANCE

Your student did not demonstrate understanding of creating and justifying logical mathematical solutions, and analyzing and correcting the reasoning of others, and needs significant remediation to be prepared for further studies.

★  
WEAK  
PERFORMANCE  
Will need significant  
support for  
further studies

MODELING & APPLICATION

★★  
MODERATE  
PERFORMANCE

Your student demonstrated understanding of solving real-world problems, representing and solving problems with symbols, and reasoning quantitatively and strategically using appropriate tools, but may need additional support to be prepared for further studies.

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

SCHOOL	DISTRICT	STATE			
10%	15%	16%	<b>5</b>	ADVANCED (796-850)	Exceeded expectations
20%	23%	24%	<b>4</b>	MASTERY (750-795)	Met expectations
40%	30%	35%	<b>3</b>	BASIC (725-749)	Approached expectations
20%	25%	15%	<b>2</b>	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	<b>1</b>	UNSATISFACTORY (650-699)	Did not meet expectations

This report has been suppressed to protect student privacy. The percent at each achievement level has been rounded down when 1% or less (i.e.,  $\leq 1\%$ ) and when 99 or greater (i.e.,  $\geq 99$ ). If there are 10 or less students in a subgroup, the percentage will not be reported (i.e., NA).