Cluster Long Range Plan

School Goal: Improve student performance by 10% across all achievement levels on the March 2009 GEE 21 and LEAP.

Yearly Cluster Goal: By May 2009, all students will improve performance on the read-analyze-respond portion of the benchmark test aligned to the GEE 21 and i-LEAP by 10%, and the students scoring at mastery or advanced will maintain their scores due to teachers demonstrating proficiency in teaching students to:
- Analyze both the text and the constructed response question &
- Write a response including textual support for his/her written analysis.
All students will demonstrate at least a year’s growth as measured by the English Language Arts benchmark test (s).

Cluster Cycle Goal: By the end of the cycle, students will increase their scores on the 6-point UAE rubric, and students scoring 6 points will maintain their scores on the UAE rubric due to teachers demonstrating proficiency in teaching students to:
- Analyze both the text and the constructed response question &
- Write a response including textual support for his/her written analysis.

Pre-Test Results
See Pre/Post test results in the bar graph below

Week 1
Examined Constructed Response Items /Student Responses from the Fall Benchmark Test. Collaboratively graded student responses to familiarize scorers with LEAP Constructed Response Rubric & to increase reliability between scorers. (First, Master teacher scored all items. Then, each cluster member scored the same selected student responses at the same time. Discussion following a “Guiding Questions” format followed.)

Week 2
Sorted Constructed Response Items /Student Responses into high, medium, and low based on LEAP Constructed Response Rubric scoring. Discussion focused upon characteristics of student work.

Week 3
Identified & charted the characteristics of student work/Constructed Response Items from the Fall Benchmark Test.

Week 4
While field testing was being completed, the cluster focused on building student academic vocabulary (evaluate, explain, describe, justify, etc.) in order to

Behind the Scenes…
Master Teacher researches various constructed response strategies & develops UAE strategy. Plans field test, sequences lessons, meets with classroom teacher of Field Test control group. (Billich)
understand and appropriately respond to constructed response items on future tests.

<table>
<thead>
<tr>
<th>Week</th>
<th>Behind the Scenes…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Administered Pre-Test, taught chunk #1, and began teaching chunk #2 of UAE strategy.</td>
</tr>
<tr>
<td></td>
<td>Three elements of UAE:</td>
</tr>
<tr>
<td></td>
<td>U- writer demonstrates he/she <strong>understands</strong> both text and question</td>
</tr>
<tr>
<td></td>
<td>A- writer <strong>answers</strong> the question/provides <strong>analysis</strong> if needed</td>
</tr>
<tr>
<td></td>
<td>E- writer provides at least two pieces of text based <strong>evidence</strong></td>
</tr>
<tr>
<td></td>
<td>Chunk #1: The focus was to <strong>examine</strong> constructed response items to identify three elements of UAE.</td>
</tr>
<tr>
<td></td>
<td>Chunk #2 Introduced: The focus was to <strong>revise</strong> constructed responses to include the three elements of UAE with peer support and teacher feedback.</td>
</tr>
</tbody>
</table>

| Week 6 | Chunk #2 continued: The focus was to **revise** constructed responses to include the three elements of UAE individually with teacher feedback. |
| | Chunk #3: The focus was to **compose** constructed responses to include the three elements of UAE. |

| Week 7 | Presented the results the field test and overview of strategy. (1st 50 min. cluster) |
| | Modeled Chunk 1 while identifying critical attributes with support from field test teacher. (2nd 50 min. cluster) |

| Week 8 | Modeled Chunk 2 while identifying critical attributes with support from field test teacher. (1st 50 min. cluster) |
| | Modeled Chunk 3 while identifying critical attributes with support from field test teacher. (2nd 50 min. cluster) |

| Week 9 | Planning for the logistics of classroom implementation of UAE - follow-up. Answering teachers’ questions regarding the field test. (1st 50 min. cluster) |
| | Taught UAE in classrooms, debriefed in cluster, examined characteristics of student work, discussed student data to determine future support/feedback, and modeled and composed IGPs with cluster members. (2nd 50 min. cluster) |

| Week 10 | Taught UAE in classrooms, debriefed in cluster, examined characteristics of student work, discussed student data to determine future support/feedback, and modeled and composed IGPs with cluster members. (1st & 2nd 50 min. cluster) |

| Week 11 | Taught UAE in classrooms, debriefed in cluster, examined characteristics of student work, discussed student data to determine future support/feedback, and modeled & composed IGPs. (1st 50 min. cluster) |
| | Had students take post test, reviewed student responses, & celebrated student growth. (2nd cluster) |
Week 12  
Gave winter Benchmark Test, examined Constructed Response Items / Student Responses from the Winter Benchmark Test, used characteristics to check for movement of least one performance level.

Post-Test Results

UAE PRETEST/POSTTEST Results

**Bilich’s 4th Period**

10th grade

[Bar chart showing UAE pretest/posttest results for Bilich’s 4th Period 10th grade]
Lesson Plan

TITLE: UAE Field Test

Critical question: How can I evaluate my own work to ensure that I have demonstrated my ability to:

- understand both text and question,
- to analyze both text and question, and
- to answer the question and
- to provide at least two pieces of text-based evidence for my analysis and answer?

Grade level: 9 & 10
English Language Arts

Pre-assessment lesson strategy: Use data from teacher’s pretest and fall benchmark constructed response questions (2, averaged) to start the unit, and data from formative assessments throughout the unit (exit ticket, marking up of passages, scoring of passages, “fix it’s” and student-composed responses.)

SKILLS:

1> By the end of the lesson chunk students will be able to examine a constructed response to see if it contains the following three elements:
   - demonstration of comprehension of the question asked,
   - analysis
   - supporting evidence.

2> By the end of the lesson chunk students will be able to revise a constructed response to contain the following three elements:
   - demonstration of comprehension of the question asked,
   - analysis
   - supporting evidence
   and score at least a 5 out of 6 possible points on the UAE rubric.

3> By the end of the lesson students will be able to compose a constructed response to contain the following three elements:
   - demonstration of comprehension of the question asked,
   - analysis
   - supporting evidence
   and score at least a 5 out of 6 possible points on the UAE rubric.

Content/readings include:

- Little Red Riding Hood (+ video clip)
- Goldilocks and the Three Bears (+ video clip)
- Non-fiction piece - An African Boy’s Healing Year (People Magazine)
- Non-fiction piece - Voodoo Fest Review – re. Lil Wayne (Times Picayune)
- Non-fiction piece – Jennifer Hudson - posttest
GLE’s ADRESSED: ELA

Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- nonfiction works
- short stories/novels

Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- summarizing and paraphrasing information and story elements
- comparing and contrasting information in texts, including news magazines
- making inferences and drawing conclusions
- making predictions and generalizations (ELA-7-H1)

Solve problems using reasoning skills, including:

- using supporting evidence to verify solutions
- analyzing the relationships between prior knowledge and life experiences and information in texts (ELA-7-H2)

Develop organized, coherent paragraphs

Instructional Phases:

- **Activate** – Introduction of strategy (defining constructed response & learning elements of UAE, buying into the rationale)
- **Acquire** – Chunk #1 of strategy (learning to examine – i.e. identify elements of UAE in sample answers and to analyze/evaluate/score sample answers)
- **Apply/practice/formative assessment**: Chunk #2 of the strategy (learning to identify elements of UAE in sample answers and to analyze/evaluate/score and revise sample answers)
- **Apply/practice/formative assessment**: Chunk #3 of the strategy (learning to identify elements of UAE to compose answers)

Summative assessment, closure and reflection:

- **Final feedback from peers and/or teacher on last day of the strategy = closure**
- **Posttest (Jennifer Hudson) = summative assessment**
- **Posttest (Winter Benchmark) = summative assessment**