



Goal Setting
Overall Goal: 50 % of students will improve by one phase in their writing using the writing continuum we developed.

Theory of Action: Due October 12, 2018
If we create engaging learning experiences through a focus on integrating global competencies and improve assessment and feedback practices through a focus on monitoring learning and setting goals then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:
I can see and hear authentic learning experiences
I can see and hear assessment and feedback practices
I can see and hear student-centered learning
I can see and hear students using resources with intention
I can see and hear educators as responsive facilitators
I can see and hear collaboration
I can see and hear purposeful planning
I can see and hear discourse along with independent think time
I can see and hear wellness

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Success Criteria for monitoring learning and setting goals
 I can see and hear learning behaviours.
 • Initiative
 • Students using the room (third classroom)
 • Kids showing GRIT
 • Using resources in the classroom
 • Improved confidence
 I can see and hear student moves.
 • Self-edit
 • Self-assessment
 • Hearing students asking questions
 • Students on topic
 • Tasks completed
 I can see and hear teacher moves.
 • Open-ended questioning
 • Teacher moving around the room asking questions (“I don’t know....what do you think?”)
 • Teacher as facilitator of learning, creating learning experiences and adjusting to student interests
 • Teachers providing descriptive feedback to students about their learning
 • Teachers as part of a group at various times throughout the learning
 • Collaboration/discourse (questioning of each other and educator)
 • More student voice, less educator voice
 • Ensuring all students are engaged in learning
 I can see and hear communication.
 • Flexible groupings of students (varying small groups, partners...)
 • Purposeful talk (on-topic conversation)
 • Students focused and attending
 • Shared leadership and learning (co-learning with students and others)

DATA:
Monitoring the IF:
 Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:
 Based on the *co-constructed success criteria* for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

Phase	Number of responses	Percentage of Responses	Percentages by Focus Students
Exploration			Perceived level 3/4

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

Phase	Number of responses	Percentage of Responses	Percentages by Focus Students
Exploration			Perceived level 3/4 Perceived LD profile Perceived Promise
Developing Ideas	3	25%	Perceived level 3/4 1 Perceived LD profile 2

Direct Modelling and Counting		Counting more efficiently and Tracking		Working with numbers										Proficiency				
Initiate	Counting all	Modeling (dots and counting by ones)	For sharing	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens	Counting by tens
PRE	////	////	/	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////
POST	////	////	/	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////

	Grade 1/2	November	December	February
Join	Grade 2/3			
Result Unknown	73	83	73	83
Change Unknown	60	61	60	61
Start Unknown	53	67	53	67
Separate				
Result Unknown	59	92		
Change Unknown	44	92	50	69
Start Unknown		67		77

Phase	Number of responses	Percentage of Responses	Percentages by Focus
Exploration	1	11%	Perceived level 3/4 Perceived LD profile Perceived Promise
Developing Ideas	6	67%	Perceived level 3/4 Perceived LD profile Perceived Promise
Novice	2	23%	Perceived level 3/4 Perceived LD profile Perceived Promise
Expanding			Perceived level 3/4 Perceived LD profile Perceived Promise
Independent			Perceived level 3/4 Perceived LD profile Perceived Promise

			Perceived LD profile Perceived Promise
Developing Ideas	6	50%	Perceived level 3/4 1 Perceived LD profile 2 Perceived Promise 3
Novice	3	25%	Perceived level 3/4 2 Perceived LD profile 1 Perceived Promise
Expanding	3	25%	Perceived level 3/4 1 Perceived LD profile 1 Perceived Promise 1
Independent			Perceived level 3/4 Perceived LD profile Perceived Promise

QUALITATIVE ANECDOTES – DUE: October 12, 2018
Grade 2/3-Focus Student LD
Exploratory writing stage -1
 Attempts words, and sentences with some letter sound connection, produces texts that are difficult to read. Correct directionality. **Next Step:** Build a repertoire of words, use a personal dictionary or word wall.

Promise student-Level ½
Developing Writing Stage: Writes limited number of sentences. Attempts punctuation at times (may be wrong). Creates readable text even if it takes work to read. Beginning to write ideas related to a topic. **Next Step:** more details to expand topic and add beg, and ending punctuation.

Level ¾ Student
(Mid) Novice Writing Stage: Chronological with her thoughts. Aware with audience and writes for purpose, simple organization, adds some simple punctuation and easy for an adult to read. Experiments with complexity in sentence structure and punctuation. **Next Step:** to continue to write for

QUALITATIVE ANECDOTES – DUE: November 16, 2018
Grade 2/3 Focus Student LD-
Beginning writing stage -1
 Needed Scribing (writing was not legible) Gave thoughts in complete sentences. Could direct scribe to appropriate punctuation. Sounds out simple, grade level appropriate words. **Next Step:** use of capitals at the beginning of sentences and expand on ideas and use a graphic organizer to generate different ideas.

Promise student-Level ½
Developing Writing Stage: Writes limited number of sentences that are repetitive. Attempts punctuation at times No capital letters. Good spacing between words. Simple ideas related to a topic. **Next Step:** Capital letters for beginning and names, use a graphic organizer to generate different ideas.

Level ¾ Student
Novice Writing Stage: Chronological with her thoughts. Aware with audience and writes for purpose, simple organization, adds some simple punctuation and easy for an adult to read. Experiments with complexity in sentence structure and punctuation. Able to identify spelling errors and incorporated the changes in her final copy. Uses teacher feedback

QUALITATIVE ANECDOTES – DUE: February 8, 2019
Grade 2/3 Focus Student LD
Developing Writing Stage:
 Continues to write 1-2 sentences about a topic, generates own ideas for writing, experiments with punctuation Intermixes upper and lower-case letters. **Next Step:** Being to use spacing between words, write from top to bottom, front to back and begins to read own writing.

Promise Student Level ½
Beginning Writing Stage:
 Write several sentences about a topic, uses spacing between words consistently, begins to use periods and capital letter correctly, uses phonetic spelling to write independently. **Next Step:** Writes about observations and experiences reads own writing and notices mistakes with some high frequency words correctly

Level 3/4
Expanding Writing Stage:
 Writes using complete sentences, added description detail with guidance writes legibility, organizes ideas in a logical sequence. **Next Step:** listens to others writing and provide feedback, edit her work for capitals and

personal purpose and experiment with a variety of words, voice and expand details.

Grade 4/5
Focus Student LD
Developing Writing Stage- Writes limited number of sentences. No punctuation. Creates readable text even if it takes work to read. Beginning to write ideas related to a topic.
Next Step: include more ideas to expand topic.

Promise Student-Level ½
(Beginning)Novice Writing Stage: There is an expanded list of details. Some attempt with punctuation but may be wrong. Beginning to use some capital letters, writes so others can read.
Next step: sentence building and more variety
Level ¾
Novice Writing Stage: Aware of audience while writing, addresses topic with supporting details organizational pattern & chronological events. Next step, to use more word variety to begin sentences

Grade 1/2
Promise Student
Level ½/Isabelle
Beginning:
 Dimple organization. Repetition. Beginning to use capitals and punctuation.
Next Steps: expand more details and varied ideas. Sentence building and word work.

Focus Student LD
Exploratory Stage:
 Attempts words, some letter sound connections, produces texts that are difficult to read. Correct directionality. Text is difficult to

Next Step: to continue to write for personal purpose and experiment with a variety of words, voice and expand details, use a personal dictionary to refer to and graphic organizer

Grade 4/5
Focus Student LD
Developing Writing Stage- Had information to write about but needed assistance to develop a sentence and to organize his writing. He is writing some sentences about a topic but not varied. He chose his own writing topic.
Next Step: include more ideas to expand topic and to use capital on names and at the beginning of sentences.

Promise Student-Level ½
Novice Writing Stage:
 Developed paragraphs. Experimented with punctuation and is accurate some of the time. Turned the research into details to use for writing. Organized writing into paragraphs
 Uses success criteria for effective writing to set own writing goals.
Next Steps: more practice with success criteria and make use of the graphic organizers available with headings, continue to use spell check on the computer.

Level ¾
Expanding/Novice Writing Stage: Uses voice to add description and detail into his writing. Writes in an organized manner (unassisted). Indenting the paragraphs. Uses the success criteria and writing outline. Some accuracy with apostrophes and commas, good use of punctuation but may be wrong. Beginning to use some capital letters, writes so others can read. Spelling. Reflective learner about his writing.
Next step: commas and apostrophes, use a graphic organizer to continue to add more detail

Grade 1/2
Promise Student
Level ½
Beginning: Uses word wall and sounded out some words that she wanted to add with some phonetic accuracy. Pictures supported details. With prompting more details were added. Good understanding of ending (periods). Capitalizes first letter of a sentence.
Next Steps: continue to use personal dictionary, use a graphic organizer to generate her ideas add more detail to her work and limit teacher prompting.

Focus Student LD
Exploratory Stage: list of simple sentences, used capitals for names and at the beginning of a sentence. She uses ending periods some of the time. Correct spacing and beginning to sound out words and uses random capitals in the middle of words.

punctuation, identify her own writing strategies and set goals with guidance.

Grade ½
Focus Student LD
Developing Writer-communicated her ideas, writes in complete sentences, correct spacing, uses period most of the time, generally phonetic spelling of words, can be reluctant to write independently **Next Steps:** stay on topic, use question marks and key words (and, because) to write more complex sentences, add detail.

Focus Student ½
Beginning writer- starting to demonstrate more confidence when writing independently, writes the way she speaks and is beginning to use more complex sentence structures, uses good phonetic spelling and is beginning to use digraphs (sh,th) good use of resources.
Next Steps: developing her ideas by adding more detail, keep working on adding more sentence variation by using words such as and, because when etc., proper capitalization and punctuation
Focus Student ¾ Beginning Writer- uses clear and complete sentences, comfortable writing simple sentences, uses proper capitalization and punctuation (generally), can spell phonetically.
 Next steps: generate ideas on a topic, more practice so that she feels confident to add more detail

Grade 4/5
Focus Student LD
 Expanding Stage: kept with the central idea, used the web to generate ideas, could transfer the ideas to his own writing. Used Success Criteria and was able to identify some next steps.
Next Step: Capital "I" , and at the beginning of sentences-consistently. Some capitals in the middle of sentences, (proofread for this). To use transition words.

Focus Student ½
Expanding/Bridging:
 Work was scribed: he was able to come up with ideas opening and closing sentences. He could provide a reason and have proof for the persuasive piece. Able to edit and transfer his editions. Clear format. Used Success Criteria and was able to identify some next steps.
 Next Steps:
 Graphic organizers (ideas) more independently).
Level ¾
Proficient
 Writes with expression, uses his opinion, justifies it. Transitional words, sentences...descriptive language. Makes good use of pre-writing graphic organizers, complex punctuation.
Next Step:

	<p>read. Next Step: Build a repertoire of words, use a personal dictionary or word wall.</p> <p>Level ¾ Beginning: Repetitive. Simple sentence structure, writes so others can read. Simple organization Next Step: Expand ideas. Try new words to start sentences. Limit repetition I am...</p> <p>Grade 3 Imm Promise Student Novice Writing Stage: simple organization, uses a few simple transition words used Next Step: beginning use of capital letters and periods.</p> <p>Level ½ Beginning Writing Stage: Includes detail but a lot of repetition and represents a list of details in order of chronological events. Next Step: Practice with organization and how to incorporate words connect thoughts and help with organization.</p> <p>Focus Student Level ¾ Beginning Novice Stage: Control over simple sentence structure, may experiment with complexity in sentence structure but not punctuation. Next Step: keep on working on punctuation to alleviate run on sentences</p>	<p>Next Step: re-read her work to make sure the sentences are complete and sound correct. Write in paragraph form, use her personal dictionary and use a variety of sentence starters. Use a graphic organizer.</p> <p>Level ¾ Beginning Expanding: uses spaces in between words and capitals at the beginning of sentences. Uses phonetic spelling of words and some complete sentences. Pictures support details. Next Step: re-read her work to see if it sounds right grammatically. Understand where periods go when adding details. Use a graphic organizer to generate ideas so that she can add more detail to her ideas.</p> <p>Grade 3 Imm Promise Student Expanding Writing Stage: (A) Publishes own writing with guidance. Able to use suggestions and feedback for improvement on final copy. considering suggestions offered to her. Next Step: apply past tense words and practice spelling. Use a graphic organizer</p> <p>Level ½ (S) Expanding Writing Stage: considers herself though a self-assessment as a beginning writer and placed herself on a writing continuum accurately. Taking feedback and suggestions and applying it to a final copy. Next Step: transition words, continue with organization. Use a graphic organizer.</p> <p>Focus Student Level ¾ (R) Expanding Novice Stage: able to use feedback, using punctuation effectively and ensuring that there is a complete thought in a sentence. Using resources for spelling. Using the success criteria for Success writing. Next Step: Use a four-square graphic organizer, using words for the dictionary, words wall to improve spelling</p>	<p>Edit work for missing smaller words and repetitive words. Proper use of comma. Missing question marks (re-read aloud). Apostrophes. Simple spelling words.</p> <p>Grade 3 IMM Promise Student (A) Expanding /Bridging Writing Stage: Able to use the graphic organizer to generate ideas. Transfer editing into a final copy. Used simple transition words and beginning to use commas appropriately.</p> <p>Next Steps: Grammar. Develop more detailed sentences using transition words.</p> <p>Level ½ (S) Expanding Writing Stage: Has ideas but needs to follow the format, did better with the graphic organizer. Next Step: Sentence Structure and spelling.</p> <p>Focus Student Level ¾ (R) Fluent Writing: Very conscientious and determined for perfection. Used transition words. Used periods, capitals and recognized spelling errors in her own work. Follows format.</p> <p>Next Step: Expanded on thoughts. Using a variety of sentences and sentence starters. Continue to ask questions but make more decisions about her writing independently. I polish some of my writing independently</p>
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PLAN – DUE: October 12, 2018

-based on the writing samples that we have gathered teachers have placed their focus students on the developmental writing continuum.
- teachers will then co construct success criteria with their students so that students can identify where they are using the criteria.

ACT – DUE: October 12, 2018

Modeling/Interactive Writing Activities mini lessons given based on observations and documentations

ASSESS – DUE: November 16, 2018 & February 8, 2019

Students are becoming more familiar with placing their writing on the classroom writing continuum.

REFLECT – DUE: November 16, 2018 & February 8, 2019

We have added a new element to our writing process, all teachers will use a similar graphic

<p>-teachers can also put up students work to create a classroom continuum so students can compare their work to others and create their own next steps.</p>	<p>Co-creating success criteria Writing Continuum phases Self-Assessment (color coding for specifics) Using exemplars of writing pieces from the writing continuum for students to use as a self assessment</p>	<p>Students are self-reflecting (using the success criteria created) and considering the teachers feedback (next steps) to improve their work. 50% of our students have used the success criteria and feedback to make improvements to their writing.</p>	<p>organizer in the hopes that this will assist the students with adding more detail to their writing. Adding more detail is a next step for all students at all levels. Students need more practice placing their writing on the classroom continuum. Teachers will continue to co-create success criteria and discuss next steps with students. Giving only 2 next steps per writing assignment.</p>
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2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

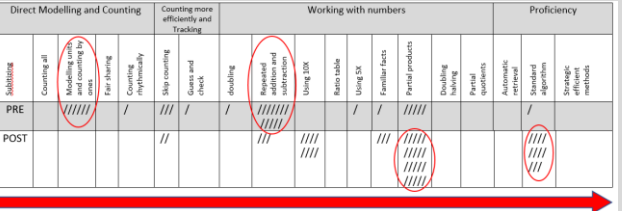
If we create engaging learning experiences through a focus on Choose a learning experience focus and improve assessment and feedback practices through a focus on Choose an assessment loop focus then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:
 I can see and hear authentic learning experiences
 I can see and hear assessment and feedback practices
 I can see and hear student-centered learning
 I can see and hear students using resources with intention
 I can see and hear educators as responsive facilitators
 I can see and hear Collaboration
 I can see and hear purposeful planning
 I can see and hear discourse along with independent think time
 I can see and hear wellness

‘Look Fors’

Success Criteria for insert assessment and feedback practices focus here.

If we create engaging learning experiences through a focus on Choose a learning experience focus and improve assessment and feedback practices through a focus on Choose an assessment loop focus then student engagement and achievement will improve as measured by monitoring our focus students.

<p>DATA: Monitoring the IF: Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p>Monitoring the THEN: Based on the co-constructed success criteria for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)</p> 	<p>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</p> <p>Due to school closures this week, we have had to reschedule our learning teams next week. We will have this evidence posted by next Friday.</p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p>
	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p>

	Grade 1/2 Grade 2/3	November	December	February			
Join	Result Unknown	73	83	73	83		
	Change Unknown	60	61	60	61	73	83
	Start Unknown	53	67	53	67	53	83
Separate	Result Unknown	59	92				
	Change Unknown	44	92	50		69	
	Start Unknown		67				77

PLAN – DUE: February 15, 2019

ACT – DUE: February 15, 2019

ASSESS – DUE: April 12, 2019 & May 31, 2019

REFLECT – DUE: April 12, 2019 & May 31, 2019

We will be using OWA Writing Tasks throughout the next cycle. Our first writing task will be the narrative. Teachers will use the Categories and Criteria of the OWA writing Rubric to evaluate student work.

Categories and Criteria	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding Demonstrates knowledge and understanding of the text form, genre, and format. A narrative includes: • beginning, middle, and end, and is written sequentially • characters, setting, problems, and resolution • details that relate to main idea or event	• Demonstrates limited knowledge and understanding of the text form, genre, and format (e.g., develops characters, whose actions contribute to plot and events in the story, with limited effectiveness)	• Demonstrates some knowledge and understanding of the text form, genre, and format (e.g., develops characters, whose actions contribute to plot and events in the story, with some effectiveness)	• Demonstrates considerable knowledge and understanding of the text form, genre, and format (e.g., develops characters, whose actions contribute to plot and events in the story, with considerable effectiveness)	• Demonstrates thorough (to high degree of) knowledge and understanding of the text form, genre, and format (e.g., develops characters, whose actions contribute to plot and events in the story, with a high degree of effectiveness)
Thinking Generates ideas that are connected and is able to support ideas with detail and reasons (e.g., supports main ideas with relevant information). Demonstrates critical and creative thinking processes to enhance writing (e.g., understands/writes from a perspective, writes with imagination)	• Generates and supports ideas with limited effectiveness • Demonstrates critical and creative thinking processes (e.g., develops story from the perspective of being invisible) with limited effectiveness	• Generates and supports ideas with some effectiveness • Demonstrates critical and creative thinking processes (e.g., develops story from the perspective of being invisible) with some effectiveness	• Generates and supports ideas with considerable effectiveness • Demonstrates critical and creative thinking processes (e.g., develops story from the perspective of being invisible) with considerable effectiveness	• Generates and supports ideas with a high degree of effectiveness • Demonstrates critical and creative thinking processes (e.g., develops story from the perspective of being invisible) with a high degree of effectiveness

Categories and Criteria	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication Expresses and organizes ideas in narrative form (e.g., logical organization). Communicates for audience (any reader) and purpose (to entertain) (e.g., style, voice, tone). Uses conventions (e.g., grammar, spelling, punctuation) and appropriate vocabulary (e.g., descriptive language, linking words, action verbs)	• Expresses and organizes ideas in narrative form with limited effectiveness • Communicates for audience and purpose with limited effectiveness • Uses conventions and vocabulary with limited effectiveness	• Expresses and organizes ideas in narrative form with some effectiveness • Communicates for audience and purpose with some effectiveness • Uses conventions and vocabulary with some effectiveness	• Expresses and organizes ideas in narrative form with considerable effectiveness • Communicates for audience and purpose with considerable effectiveness • Uses conventions and vocabulary with considerable effectiveness	• Expresses and organizes ideas in narrative form with a high degree of effectiveness • Communicates for audience and purpose with a high degree of effectiveness • Uses conventions and vocabulary with a high degree of effectiveness
Application Transfers knowledge and skills (e.g., concept of the environment surrounding an invisible person) to the writing task. Demonstrates an ability to make connections among topic (what it might be like to be invisible), personal experiences, and life situations to enhance writing	• Transfers knowledge and skills to the writing task with limited effectiveness • Makes connections among topic, personal experiences, and life situations with limited effectiveness	• Transfers knowledge and skills to the writing task with some effectiveness • Makes connections among topic, personal experiences, and life situations with some effectiveness	• Transfers knowledge and skills to the writing task with considerable effectiveness • Makes connections among topic, personal experiences, and life situations with considerable effectiveness	• Transfers knowledge and skills to the writing task with a high degree of effectiveness • Makes connections among topic, personal experiences, and life situations with a high degree of effectiveness