Name:

Data Dialogue Graphic Organizer
AZELLA 2016 - 2017: Stage V

Step 1: Purpose and Expectations
- Analyze AZELLA data   - Review student-specific strengths and recommended strategies   - Identify instructional goals and strategies for 2016 -2017   *If applicable*: Review last year's reflection   **Materials Needed:** **-AZELLA Data** **-Teacher Recommendations (Spring 2016)** **-Individual Teacher Reflection (Spring 2016: returning ELD teachers only)**

Step 2a: Observation of Student Data		
AZELLA Overall Proficiency Level		
Pre-Emergent/Emergent	**Basic**	**Intermediate**

Step 2b: Observation of Student Data

Stage V AZELLA Reading Sample Tasks	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Demonstrates ability to comprehend text by: ○ answering literal, inferential, prediction and evaluation questions ○ summarizing main idea/supporting details ○ determining author's point of view ○ determining author's purpose (stated/implied) ○ appling content-area vocab ○ describing plot and components ○ analyzing motivations of characters (major/minor) ○ distinguishing fact vs. opinion vs bias ○ explaining/interpreting figurative language			

What are important points that seem to "pop out"?

Stage V AZELLA Writing Sample Tasks	Writing Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Write: 　○ narrative paragraph(s) 　○ expository essay 　○ process document 　○ persuasive text ● Identify/Apply Standard English Conventions: 　○ Commas 　○ Quotation marks 　○ Colons 　○ Apostrophes (plural possessives) 　○ Verb tenses (perfect) ● Develop engaging and focused text by including: 　○ identifiable main idea, topic sentence and/or thesis statement 　○ figurative language 　○ variety of sentence structures ● Locates and evaluates reference materials to complete writing tasks			

What are important points that seem to "pop out"?

Stage V AZELLA	Speaking Proficiency Level

Speaking Performance Level Descriptors	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Produce sentences (accurate pronunciation, intonation and stress) ● Use complete sentences ● Ask/Respond to academic questions ● Share personal experience/story with descriptive language ● Provide multi-step directions (inc. details)			

What are important points that seem to "pop out"?

Stage V AZELLA Listening Performance Level Descriptors	Listening Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Make inferences and draw conclusions from read-alouds ● Follow multi-step directions and procedures ● Offer/Justify opinions and ideas in academic discourse ● Summarize main idea/concepts and supporting details from read-alouds in complete sentences			

What are important points that seem to "pop out"?

Step 3: Analysis of Data
What do the data and previous teacher recommendations tell you?

If applicable: Include students identified on the performance survey as returning to ELD program

What are important points that seem to "pop out"?
What are some patterns, categories, or trends that emerge?

Step 4: Goal Setting

My goal(s) for my students:

Step 5: Next Steps
What can I do to ensure all students reach the goals?
Are there specific routines or lessons I can implement?

I will...

Step 6: Closure
What support and/or resources do I need to be successful?

I need...