

*Completed Sample*  
**Data Dialogue Graphic Organizer**  
**AZELLA 2016 - 2017: Stage III**

**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 2: Observation of Student Data**

**AZELLA Overall Proficiency Level**

Pre-Emergent/Emergent	Basic	Intermediate
Yaruby Adriana Paulino Elmeleki Twishimye Kulsum	Justin Enrique Sandra Kimberly	Jacqueline Detsani Christian Jonathan Arleth Karol

**Reading Proficiency Level**

Stage III AZELLA Reading Tasks	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> <li>● Identifying rhyming words</li> <li>● Identifying base word</li> <li>● ABC order</li> <li>● Using a dictionary to answer questions</li> <li>● Read passages and answering questions               <ul style="list-style-type: none"> <li>○ word meaning</li> <li>○ author's purpose</li> <li>○ comprehension</li> <li>○ best summary</li> </ul> </li> </ul>	Justin Yaruby Enrique Adriana Sandra Arleth Kimberly Twishimye	Jacqueline Detsani Christian Jonathan Karol Paulino	

Stage III AZELLA Writing Tasks	Writing Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> <li>● Multiple choice:               <ul style="list-style-type: none"> <li>○ Which sentence is correct (syntax)?</li> <li>○ spelling</li> <li>○ punctuation</li> <li>○ which word goes in the blank (homophones)</li> </ul> </li> <li>● Writing prompt:               <ul style="list-style-type: none"> <li>○ write a paragraph</li> <li>○ conventions</li> <li>○ correct grammar</li> <li>○ sequenced</li> </ul> </li> </ul>	Justin Yaruby Enrique Adriana Paulino Elmeleki Twishimye	Sandra Kimberly	Jacqueline Detsani Christian Jonathan Arleth Karol

Stage III AZELLA Speaking Tasks	Speaking & Listening Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> <li>● Say the syllables of a given word</li> <li>● read the words in a list of words</li> <li>● Say which objects are the same or different</li> <li>● Say sentences or ask questions about pictures</li> <li>● Justifying agreement or disagreement with a statement</li> <li>● Repeating sentences</li> </ul>	Elmeleki Twishimye Jacqueline Detsani Yaruby Enrique Adriana Sandra Paulino Kimberly	Justin Christian Jonathan Arleth Karol	
<ul style="list-style-type: none"> <li>● Identify which sound location is the same or different.</li> <li>● Listening to a story and answer comprehension questions</li> <li>● Listen to a recording and answer comprehension questions (When? Why? Main idea?)</li> </ul>			

### Step 3: Analysis of Data & Teacher Recommendations

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

#### What are important points that seem to “pop out”?

- The students’ results were surprising that writing is not the biggest opportunity for growth.
- Reading and Speaking/Listening are where the students are struggling.

#### What are some patterns, categories, or trends that emerge?

- The students who are proficient in writing, have been for a couple years.
- The students who are pre emergent, also have been for a couple years. There isn’t much growth.
- Sandra started at Proficient in 2014 for Speaking/Listening and is now in Pre-Emergent. Has dropped in all her test scores throughout the past 3 years.
- Arleth dropped in Reading and Speaking/Listening.
- Detsani dropped from Intermediate to Pre-Emergent in Speaking/Listening.

### Step 4: Next Steps What can I do to ensure all students reach proficiency?

*If applicable: Review last year’s reflection sheet*

#### My goal(s) for my students:

- For every student to move up one level.
- Have the refugee students speaking in full sentences and be able to read on grade level.

#### I will....

- 30/70 talk
- explore/try out the pre-emergent lessons on grammar gallery
- Tutor around their weaknesses (Reading and Speaking/Listening)
- Justin- Reading
- Jacqueline- Comprehension
- Detsani- Listening and Comprehension
- Listening- read alouds with comprehension questions

#### To try:

- During 2 hour morning block: 3 different small groups
  - group 1: intermediates
  - group 2: basics
  - group 3: 5 of the pre-emergents to work on pre-writing/pre-reading skills
- During 45 minutes of reading (prior to specials/RTE)
  - 30 minutes small group: remaining 5 pre-emergents to work on pre-writing/pre-reading skills
  - 15 minutes small group: all pre-emergents work on conversation skills

**Step 5: Closure**  
**What support and/or resources do I need to be successful?**

**I need...**

- check-in to see how new schedule is working
- Rosetta Stone
- Help with assessments based on level
- Observation before September 26- morning 8-9:45