

This memo serves as a guide to support efforts to prepare teachers and students for the ELA M-Step for grades 3-8. Within this memo, you will find important information regarding the M-Step Assessment, support for the suggested curricula, and a data chat protocol for students. Please use [this video](#) to support you with understanding the M-Step Plan.

Understanding M-Step	
M-Step Overview	<p>The M-Step is a 21st Century online test given for the first time in the Spring of 2015. It is designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. M-Step results, when combined with classroom work, report cards, local district assessments, and other tools, offer a comprehensive view of student progress and achievement. For additional information, click State Assessment in Michigan: What It Is, What It Means - And What It Offers.</p> <p>This 2017-2018 Guide to State Assessments is an additional valuable resource you can use to familiarize yourself with the M-Step assessment.</p>
M-Step Changes for ELA/Literacy	<p>The MDE has modified the ELA M-Step summative assessment blueprint.</p> <ul style="list-style-type: none"> • For students in grades 3, 4, 6, and 7, the changes only impact Claim 2/Writing. <ul style="list-style-type: none"> ○ For 2018, the constructed response items have been removed and replaced with a single Text-Dependent Analysis (TDA) item (discussed later in this article). ○ For students in these grades, Claim 1/Reading, Claim 3/Listening, and Claim 4/Research will be the same as in the 2017 ELA M-Step. • For students in grades 5 and 8, the MDE has eliminated the ELA Performance Task. <ul style="list-style-type: none"> ○ This requires a change to the grade 5 and 8 blueprint in Claim 2/Writing and Claim 4/Research. As with the students in grades 3, 4, 6, and 7, students in grades 5 and 8 will have a single Text-Dependent Analysis (TDA) item. ○ To compensate for the loss of points due to the elimination of the Performance Task, grades 5 and 8 will have additional Claim 4/Research items in the Computer Adaptive Test. • Writing will now be assessed through both selected response items and a single constructed response item in all ELA M-Step grades. <ul style="list-style-type: none"> ○ All students in grades 3-8 will be presented with a Text-Dependent Analysis (TDA) item embedded in the Computer Adaptive Test (CAT). ○ A TDA consists of two components – the TDA passage and the TDA writing prompt. <ul style="list-style-type: none"> ▪ The TDA passages are either narrative or informational. ▪ The writing prompt will require students to analyze an element of the passage and support their ideas with evidence from the text. ○ The TDA item is aligned to Claim 2/Target 4: Compose Full Informational Texts (write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus [main idea]; include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion).

	<ul style="list-style-type: none"> o In addition, the holistic Text-Dependent Analysis Rubric contains elements aligning with the language standards. <p>The term “Claim” is from the document titled Crosswalk: English Language Arts on the MDE website. Please continue to use the Michigan Standards for College and Career Readiness for all instruction.</p>
M-Step ELA Practice Items and Support Materials	<p>Online Practice for M-Step ELA: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-350540--,00.html</p> <p>Text-Dependent Analysis Rubric: Linked above</p> <p>ELA Sample Text-Dependent Analysis (TDA) Essay Prompts: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-455340--,00.html</p> <p>You can use these sample TDAs for teaching and practice purposes. Also, to provide additional instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week.</p> <p>ELA Sample Text-Dependent Analysis (TDA) Prompts and Student Essay Scores: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-456071--,00.html</p>
Support for Grade Level Scope and Sequence	
Working with Complex/Rich Text	<p>The video included at the top of the memo will support you with using the recommended expert packs. It is important to note that the expert packs suggest various materials for reading. The recommended materials include books that may not be readily available. Please focus on utilizing the free articles, clips, and webpages that are recommended. You can also find recommended titles that are topically aligned from myON.</p> <p>Additionally, as you read above, the M-Step now includes TDA essay prompts. To provide instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week.</p> <p>Use this Close Reading Protocol when reading texts in the expert packs.</p> <p>Use this guide to assist with authoring text-dependent questions.</p> <p>Use this document for examples and non-examples of text-dependent questions.</p>
Fluency	<p>Follow the directions that have been provided by Student Achievement Partners for utilizing the recommended fluency passages. When possible, we selected passages that are topically aligned with the content of the expert pack referenced above. The scope and sequence recommends a weekly routine. Please feel comfortable varying within that routine to use any of the recommended strategies for building reading fluency with the suggested grade level text.</p>
Phonics Lesson	<p>These lessons should be used for small group instruction with students who indicate a need for phonics instruction.</p> <p>3rd Grade – i-Ready Phonics Score of Level 2 or below (Use Class Profile Report from i-Ready)</p> <p>4th and 5th Grade – Lexile Level of 545 or below (Use Student Progress Report from NWEA MAP)</p> <p>The lessons link to i-Ready Tools for Instruction, which can also be found on the Resources Tab inside of i-Ready.</p>

Data Chat Protocol

Data Chat Protocol and Worksheet

Reflecting on past assessments and setting goals are powerful strategies for improving student performance on assessments. At least once during the M-STEP scope and sequence, please meet with your students individually for a data chat.

We have provided the following resources to support your data chat:

- [ELA Data Chat Protocol](#) – This includes tips and guiding questions as well as suggestions for which assessment to select for the reflection portion.
- [ELA Data Chat Worksheet](#) – We have provided two versions. Please use the version that will work best for your students. Students should record their reflections, goals, and plans during the data chat and should refer to this document throughout the M-STEP scope and sequence.

4th Grade ELA Scope & Sequence February-April

Based on a deep understanding of the findings of key research, specifically [Reading Between the Lines: What the ACT Reveals about College Readiness in Reading](#) and [Effect of Prior Knowledge on Good and Poor Readers' Memory of Text](#), we understand that the greatest factors that influence student performance on reading comprehension assessments such as the M-STEP are the students' abilities to persevere through complex text and their existing knowledge relating to the topic of the text. As a result, this plan outlines curricula options that empower teachers to engage students in complex text, build knowledge around common academic topics, attend to fluent reading of grade level text, and provide small group instruction in phonics for students performing below grade level. As with any plan, please make adjustments to differentiate instruction based on individual classroom/student data.

This scope and sequence has 3 areas of focus:

- 1. Working with Complex/Rich Text:** This section leverages resources from Achieve the Core and Unbounded. A recommended Expert Pack is identified for each week. Each Expert Pack:
 - Centers on a single topic (i.e., insects, desert animals, entrepreneurship) and contains a variety of resources (i.e., books, articles, videos, websites, infographics)
 - Purposely orders resources to support students in building vocabulary and knowledge
 - Includes suggested activities to be completed after each resource to demonstrate comprehension, knowledge building, and/or vocabulary development
 - Is designed to be completed with increasing independence by studentsThe Expert Packs recommend books, articles, video clips, etc. The books may or may not be available to you through the school or local library. Be sure to look within myON for the recommended titles or a title of similar complexity on the same topic. **Each Expert Pack does contain articles that can be printed and utilized with students.** Be sure to leverage all of these free and available texts throughout the week. Teachers should **follow the [Close Reading process](#)** that has been introduced through The Standards Series and **collaborate to develop text dependent questions** using this [Quick Guide to Creating Text Dependent Questions](#).
- 2. Fluency Pack:** This section leverages Fluency Packets from Achieve the Core. Detailed information on the research behind the packets can be found [here](#). Each identified passage will be used throughout the week to engage in various activities that will build reading fluency. A complete description of the activities can be found [here](#).
- 3. Phonics:** This section is for students who are **below grade level in phonics**. For **3rd grade** students, use **i-Ready data** to determine if the student is a level 2 or below in phonics. For **4th and 5th grade** students, the phonics lessons should be used with students having a **Lexile level of 545 or lower**. A student's Lexile range can be found on the **NWEA Student Progress Report** in the bottom corner.

4th Grade ELA Scope & Sequence February-April

Week of: February 26 - March 2

Working with Complex/Rich Text: [This video will support you with understanding and using the recommended Expert Pack.](#)

Expert Pack: [Pollution](#)

Description: In the first book, “The Wartville Wizard,” students are introduced to the effects of everyday litter. The next resource is the article, “Who Wants to Swim in Stinky, Dirty New York Water? This Guy Does!” In this article, the man demonstrates how harmful pollution can be by actually exposing himself to the elements. The next resource is a web-based read-aloud on “Story Time/Water Pollution/Cause and Effect.” The students listen to the story and then think about the cause and effect of water pollution using the questions attached to the article. The article, “Gasping for Air,” shows the effects of pollution in other areas, such as air. In the article, “Dirty air from China is blowing across the ocean and polluting California,” takes a deeper look at the effects of air pollution throughout the world. Students will conclude their text set by watching the video, “Bill Nye the Science Guy: Pollution Solutions,” to inform students to prepare for the future by recycling, researching, and developing innovative solutions to combat the world wide pollution problem.

Connected Texts in myON: Living in a City Lexile 770

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Amphibians (Page 25)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Vowel Letters and Long Sounds 	<p>Fluency: Amphibians (Page 25)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with initial Consonant Digraphs 	<p>Fluency: Amphibians (Page 25)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Teachers should work individually with students continuing to struggle with fluently reading the passage. <p>Phonics: Tool for Instruction Lesson: Words with final Consonant Digraphs</p>	<p>Fluency: Amphibians (Page 25)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class. <p>Phonics: Tool for Instruction Lesson: Words with Final Digraph ck or Double Consonants.</p>	<p>Fluency: Amphibians (Page 25)</p> <ul style="list-style-type: none"> Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages! <p>Phonics: Tool for Instruction Lesson: Words with Initial S Blends</p>

Working with Complex/Rich Text:

Expert Pack: [Human Body Circulatory System](#)

Description: In the first text, "The Magic School Bus: Inside the Human Body," students are introduced to the circulatory system and its function within the human body. The next resource, "Heart and Circulatory System," is a video giving an overview of the circulatory system and the hearts role within the system. The next three resources (one video and two books), expose students to the function and malfunction of the heart within the circulatory system. Next, students read an article, "Broken Hearts," which discusses heart problems that can occur in adolescents. The subsequent website allows students to investigate the inner workings of the heart. The expert pack culminates with a website from the American Heart Association, detailing how kids can keep their hearts healthy.

Connected Texts in myON: Understanding Our Organs Lexile 790

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Try Something New for 30 Days (Page 16)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words will Initial l, r Blends 	<p>Fluency: Try Something New for 30 Days (Page 16)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with final Consonant Blends 	<p>Fluency: Try Something New for 30 Days (Page 16)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Teachers should work individually with students continuing to struggle with fluently reading the passage. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with final Consonant Digraphs 	<p>Fluency: Try Something New for 30 Days (Page 16)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Decode two-syllable VC/CV Words 	<p>Fluency: Try Something New for 30 Days (Page 16)</p> <ul style="list-style-type: none"> Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages! <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Introduce Long Vowel VCe words

Working with Complex/Rich Text:

Expert Pack: [Choctaw Indians](#)

Description: This text set begins with the showing of an informational video about Choctaw stickball. The purpose of this video would be to spark the children’s interest in learning about the Choctaw tribe. The video provides students with an opportunity to make a connection between how the Choctaw participated in a similar activity that is still around today. After viewing the video, students will begin reading the book, "The Choctaw," to broaden their knowledge on the subject of the origins and ways of life of this tribe. The book gives further information on the game of stickball which was an integral tradition amongst Native Americans tribes. Students will then watch a video on Choctaw Dances. The video will provide students with additional information about traditions of the Choctaw, which includes traditional dances of the past. Upon completion of watching the video, students will read the article, “Broken Promises” to discover the hardships the Choctaw faced after being forced to give up their land. The students will then read the article, “Choctaw” to delve deeper into two separate accounts of how the Choctaw originated in central Mississippi. Finally, students will explore the website, www.choctaw.org to choose a specific topic of interest to research a specific area of Choctaw culture.

Connected Texts in myON: Forced Removal: Causes and Effects on the Trail of Tears Lexile 830

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Little by Little (Page 66)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Match y to Long I and Long e 	<p>Fluency: Little by Little (Page 66)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with Long Vowel Digraphs 	<p>Fluency: Little by Little (Page 66)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Teachers should work individually with students continuing to struggle with fluently reading the passage. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Identify and Count Syllables 	<p>Fluency: Little by Little (Page 66)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Decode Compound Words 	<p>Fluency: Little by Little (Page 66)</p> <ul style="list-style-type: none"> Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages! <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Inflectional Endings without Spelling Changes

4th Grade ELA Scope & Sequence February-April

Week of: March 19 - 23

Working with Complex/Rich Text:

Expert Pack: [Life During the Great Depression](#)

Description: To begin, students gain context and background by watching a brief video, “The Great Depression,” that gives an overview of the time period, its causes, and efforts to find solutions. The next resource, the article, “The Great Depression,” is a concise summary that reinforces key concepts from the video and adds further detail. Next, students begin to focus on the hardships of life during the Great Depression by reading Chapters 2-3 of the e-Book, “The Great Depression.” They will then explore the two pieces of embedded media within these chapters: a recording of “Brother, Can You Spare a Dime?” and a video, “Dorothea Lange’s ‘Migrant Mother’ Series, 1936.” Next, students read a richly illustrated literary text, “Born and Bred in the Great Depression,” which paints an evocative picture of the life of a poor family in the 1930s. The next resource, “What a Cruel Thing to Do on Mother’s Day,” offers a first-hand account of a teen who rode the rails. By reading, “FDR and the New Deal,” students learn about the president’s efforts to help Americans. Finally, a multimedia presentation on the Great Depression serves as a review of key events, terms, and concepts.

Connected Texts in myON: School in the Great Depression Lexile 850

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: From Poor Beginnings To A Wealth of Knowledge</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with r-Controlled Vowels 	<p>Fluency: From Poor Beginnings To A Wealth of Knowledge</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with soft sounds for c and g. 	<p>Fluency: From Poor Beginnings To A Wealth of Knowledge</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Teachers should work individually with students continuing to struggle with fluently reading the passage. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Words with Vowel Diphthongs and Digraphs 	<p>Fluency: From Poor Beginnings To A Wealth of Knowledge</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Two-syllable Words with short Vowels 	<p>Fluency: From Poor Beginnings To A Wealth of Knowledge</p> <ul style="list-style-type: none"> Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages! <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Two-Syllable Words with Prefixes and Suffixes

Working with Complex/Rich Text:

Expert Pack: [Harlem Renaissance](#)

Description: In the first video, “The Harlem Renaissance,” students are introduced to the African-American cultural revival known as the Harlem Renaissance. In the next article, “The Harlem Renaissance,” readers are introduced further to the Great Migration and influential writers, actors, and musicians. Next, students will visit the website “Jim Crow Stories: The Great Migration (1900-1970).” Next, students read an article titled, “The Harlem Renaissance” where they are exposed to more in depth information about the Jazz Age. Students then engage with a picto-chart “Harlem Renaissance Writers” that explains who, what, where, and when the Harlem Renaissance took place. “Harlem 1900-1940” gives readers an overview of what these four decades were like and why they are important. The next resource, “Drop Me off in Harlem,” under the tab “A Place Called Harlem” allows students to virtually walk the streets of Harlem. The website also includes “Lindy Hop in Harlem: The Role of Social Dancing,” that explains a deeper focus on the role of social dancing and its impact on the culture. The next two resources (one book “The Harlem Renaissance Profiles in Creativity” and one video “The Harlem Renaissance Through the Eyes of Kids” bring the important figures of the Harlem Renaissance back to life. Finally, in “The Harlem Renaissance: An Interactive History Adventure,” students interactively read, engage and make choices based on the realities and struggles of African Americans during the 1920s. This book requires students to use the information and knowledge gained to make informed choices throughout the book.

Connected Texts in myON: Louis Armstrong: Jazz Legend Lexile 710

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Jabberwocky (page 41)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Inconsistent Sound-Spelling Correspondence 	<p>Fluency: Jabberwocky (page 41)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Decode Words with Silent Letters 	<p>Fluency: Jabberwocky (page 41)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Teachers should work individually with students continuing to struggle with fluently reading the passage. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Multisyllabic Words with Prefixes Suffixes 	<p>Fluency: Jabberwocky (page 41)</p> <ul style="list-style-type: none"> Provide time for students to practice reading passage and prepare for small group presentations. Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class. <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Multisyllabic Words: Three and Four Syllables 	<p>Fluency: Jabberwocky (page 41)</p> <ul style="list-style-type: none"> Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages! <p>Phonics:</p> <ul style="list-style-type: none"> Tool for Instruction Lesson: Multisyllabic Words: Three to Five Syllables

ELA Data Chat Protocol: Preparing for M-STEP

When:	Report to Use:	What to Do:
<ul style="list-style-type: none">Throughout the 5-week M-STEP scope and sequence	<ul style="list-style-type: none">Choose the report that works best for your students<ul style="list-style-type: none">3rd Grade – i-Ready assessment4th to 8th Grade – Choose from below:<ul style="list-style-type: none">2017 M-STEP Scores – from your principal or assessment leaderNWEA Student Report – available on the NWEA websiteFormative Classroom Assessments	<ul style="list-style-type: none">Plan in advance by reviewing student data and progress.Consider the individual student while sharing data by adjusting the conversation to the student’s needs and personality.Approach the conversation as a partnership with the student.

Guiding Questions

Part 1: Reflect

1. What was your score on the last ELA assessment?
2. What habits did you demonstrate while working on the assessment?
3. What are your strengths?
4. What are your areas for improvement?

Part 2: Set Goals

5. What were your goals for the assessment? Did you meet them?
6. What are your goal(s) for the ELA M-STEP?

Example Goals

- *I will read every answer choice.*
- *I will preview the questions before reading the passage.*
- *I will plan my essay before writing.*
- *I will check my answers if I have extra time.*

Part 3: Plan

7. What steps do you need to take to achieve your goal(s)?
8. How will you track your progress?

Tips

- **Keep the conversation grounded in data, but provide context.** For example: *“We are looking at your data so that we can help you learn and set personal goals.”*
- **Encourage students to take ownership** over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
- **Focus on each student’s individual performance and goals.** Avoid making comparisons to peers.
- **Encourage students to reflect on the habits they used during the last assessment.** Were they actively engaged? Did they use scratch paper when necessary? Did they read every passage? Did they answer every question?
- **Ensure student goals are not limited to scores.** Consider including learning goals that focus on specific domains, standards, habits, and/or skills.
- **Suggest a broad range of actions** that include effective habits (i.e., staying focused, taking notes, and asking for help) and measurable actions during lessons.
- **Follow up after your conversation** to keep students committed to their plan. Consider visibly tracking their progress in the classroom.

ELA Data Chat Worksheet

Name: _____

REFLECT

1. My score on the ELA assessment was...

2. While working on this assessment, I...

3. My strengths are...

4. I need to improve on...

SET GOALS

4. My goals for the last assessment were...

5. My goals for the ELA M-STEP are...

PLAN

6. To achieve my goals, I will...

7. I will track my progress by...

ELA Data Chat Worksheet

Name: _____

REFLECT

We look at data so that we can learn and set personal goals.

My score on the ELA assessment was...	While working on the assessment, I...
My strengths are...	I need to improve on...

SET GOALS

Setting goals can help you focus on specific areas to grow.

Example goals might include reading every answer choice, previewing questions before reading a passage, planning your essay, or checking your answers if you have extra time.

My goals for the last assessment were...	My goals for ELA M-STEP are...
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PLAN

Working toward your goals during our lessons will set you up for success!

To achieve my goals, I will...	I will track my progress by...
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