

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"> ○ 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.

5th 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.

5th 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: [Bacteria and Viruses](#)

Description: Students begin with a National Geographic video detailing how germs spread. Next, students read the concrete “Meet the Microbes,” where they encounter vocabulary from the video through straightforward information about what a germ is. Students then view the brief video, “Ask Smithsonian: What’s the Difference Between Bacteria and Viruses?” This also zeroes the focus on the differences between bacteria and viruses. At this point, students have acquired enough foundational vocabulary to tackle the Max Axiom graphic magazines, which provides a deeper dive into the complexities of bacteria. After this magazine, students read the “Understanding Viruses with Max Axiom, Super Scientist.” Students learn about the connection, not just the differences, between viruses and bacteria. At the conclusion of the graphic texts, students read and listen to “Why Some People Evade Colds and Others Don’t,” which reinforces how germs spread, expands student knowledge about immunity, and introduces the process genes may play in illness. At this point students explore a pair of texts, returning to the concepts of disease spread and combat: the first, “Just What the Doctor Ordered,” about children and polio in the 1950s US, addresses the virus and vaccination; and the second, “Final Push,” addresses the near-global eradication of polio, and again provides students with graphics about how disease affects the body. Students next engage in interactive work with the infographic/timeline “A Study of Vaccines.” Finally, (and if time is limited, this can replace the previous activity), students engage in another interactive web experience with “The Littlest Organism”, by clicking through a slide show with accompanying video and colorful graphics designed to engage, educate, and wrap-up understanding.

Connected Texts in myON: Body Bugs: Invisible Creatures Lurking Inside You Lexile 770, Tiny Invaders!: Deadly Microorganisms Lexile 820

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Could a Saturn Moon Harbor Life? (Page 23)</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: Could a Saturn Moon Harbor Life? (Page 23)</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: Could a Saturn Moon Harbor Life? (Page 23)</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: Could a Saturn Moon Harbor Life? (Page 23)</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: Words with Final Digraph ck or Double Consonants 	<p>Fluency: Could a Saturn Moon Harbor Life? (Page 23)</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: Words with Initial S Blends

Working with Complex/Rich Text:**Expert Pack:** [Women in the American Revolution](#)

Description: We begin our informational journey with “Colonization and Revolutionary War: The Declaration of Independence.” This short text gives the reader a brief introduction to the rationale of the war. Students will then watch “A Brief History of America’s Independence: Part 1.” Readers continue their learning journey by reading “Seeds of Revolution.” The text expounds upon the specific acts of rebellion against the British. The journey continues with the learners watching “Bet You Didn’t Know: Revolutionary War.” The learning continues with the reading of “Independent Dames: What You Never Knew about the Women and Girls of the American Revolution.” The narrator of this text tells the reader the various ways women and girls supported and participated in the American Revolution. The journey continues with the reading of “Revolutionary War Women.” This site offers both familiar and unfamiliar women who supported the revolution. Students will then continue with the reading of “Women in the American Revolution.” Information regarding individual women including their role in the revolution is included. “Founding Mothers” is the final reading. This site wraps up the students’ readings by providing the understanding that women and girls played just as large of a role in the American Revolution as men and boys.

Connected Texts in myON: Book Recommendation: Great Women of the American Revolution Lexile 840

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: The Fox and the Little Red Hen (Page 59)</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: The Fox and the Little Red Hen (Page 59)</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: The Fox and the Little Red Hen (Page 59)</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: The Fox and the Little Red Hen (Page 59)</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: The Fox and the Little Red Hen (Page 59)</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

Week of: March 12 -16

Working with Complex/Rich Text:**Expert Pack:** [Spies of the Revolutionary War](#)

Description: In the first article, “Women Spies of the American Revolution” students are introduced to women spies and the roles they played in the American Revolution. The students then watch the video “America’s First Spymaster” that introduces the members and roles of George Washington’s spy team. The next resource, “Nathan Hale, Revolutionary Spy” is an informational graphic novel that tells about the life of Nathan Hale and how he became a spy. Students will follow the book with a newscast video, “Inside a Revolutionary War Spy Ring” that provides a brief summary on how George Washington and the Culper Spy ring outsmarted the British during the revolutionary war. The next source, an informational website, “Revolutionary War” will allow students to research answers that they may have in regards to the war and spies up to this point. Students will then read “Benedict Arnold, Battlefield Hero or Selfish Traitor?” which will allow students to read stories from both sides to gain perspectives on the history. The expert pack culminates with an interactive game and an article.

Connected Texts in myON: Benedict Arnold: Battlefield Hero or Selfish Traitor? Lexile 700L

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Old Ironsides (Page 37)</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: Old Ironsides (Page 37)</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: Old Ironsides (Page 37)</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: Old Ironsides (Page 37)</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: Old Ironsides (Page 37)</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

Working with Complex/Rich Text:

Expert Pack: [Salem Witch Trials](#)

Description: The first resource, “Explore More with Facts for Now,” students are gaining background knowledge of the Puritan religion. The next resource, “Who Were the Accused Witches of Salem,” introduces the students to some of the prominent women, what led to them being accused, how the hysteria came to an end, and the effect it had on the U.S. justice system. The next two resources, “Witches in the Colonies” and “The Salem Witch Trials,” are a podcast and short video clip that provide the students with information on how witches were identified in the 17th century and possible causes for their strange behaviors. The “Salem Witch Trials Documentary Archive and Transcription Project” website allows for student choice to further investigate the different people involved in the Salem witch trials. Following this, students will use their background knowledge to interpret what is taking place in the painting “The Trial of George Jacobs, August 5, 1692” and to help them navigate through an online interactive National Geographic “Salem Witchcraft Hysteria” virtual trial. “You Wouldn’t Want to Be a Salem Witch!” will tie together the content from the previous resources to review what has been learned throughout the text set. “Confession of Salem Jurors” is the last resource because students should now have the background knowledge and vocabulary to access this higher-level text and understand that the people on trial were wrongly accused.

Connected Texts in myON: No additional texts recommended

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: The Shoemaker and the Elves (Page 63)</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: The Shoemaker and the Elves (Page 63)</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: The Shoemaker and the Elves (Page 63)</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: The Shoemaker and the Elves (Page 63)</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: The Shoemaker and the Elves (Page 63)</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:** [Real Zombies in Real Life](#)

Description: Throughout this Text Set, students will build their understanding of various traits of parasites such as how they survive, how they impact their hosts, how scientists study them and more. The texts are sequenced to support students in developing their understanding about this topic to answer the key question, “How do the behaviors of certain living things help them survive throughout their life cycle?” (Students could create a graphic organizer.)

Connected Texts in myON: Body Bugs: Invisible Creatures Lurking Inside You Lexile 770

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Photos from a Storm Chaser (Page 19)</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: Photos from a Storm Chaser (Page 19)</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: Photos from a Storm Chaser (Page 19)</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: Photos from a Storm Chaser (Page 19)</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: Photos from a Storm Chaser (Page 19)</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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