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FORT  SMITH
PUBLIC SCHOOLS

Student Academic Achievement Presentation:

Analysis of Student Artifacts
in English Language Arts
(ELA) and Mathematics

September 23, 2024

Snapshot of Student Work :



**1 artifact
per grade
level K-5**



**3 artifacts
per
department
6-10**



**English
Language
Arts (ELA)
collected from
grades K, 2, 4,
6, and 8**



**Math
collected
from
grades 1,
3, 5, and 7**



**69 artifacts
submitted
for ELA**



**73 artifacts
submitted
for math**

Content:

- Is the work *aligned to standards*?
- Is the work *on grade level*?

Context:

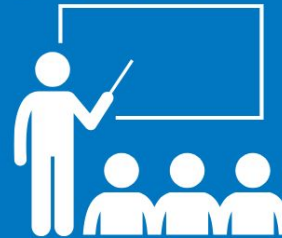
- How is the student *demonstrating learning*?
 - Test? Real world? Classroom specific? Meaningful writing?

Cognitive Demand:

- What is the *rigor* or Depth of Knowledge (DOK)?

SNAPSHOT OF STUDENT WORK

English
Language Arts
(ELA) collected
from grades
K, 2, 4, 6, & 8



1 artifact
per grade
level K - 5



Math
collected from
grades
1, 3, 5, & 7



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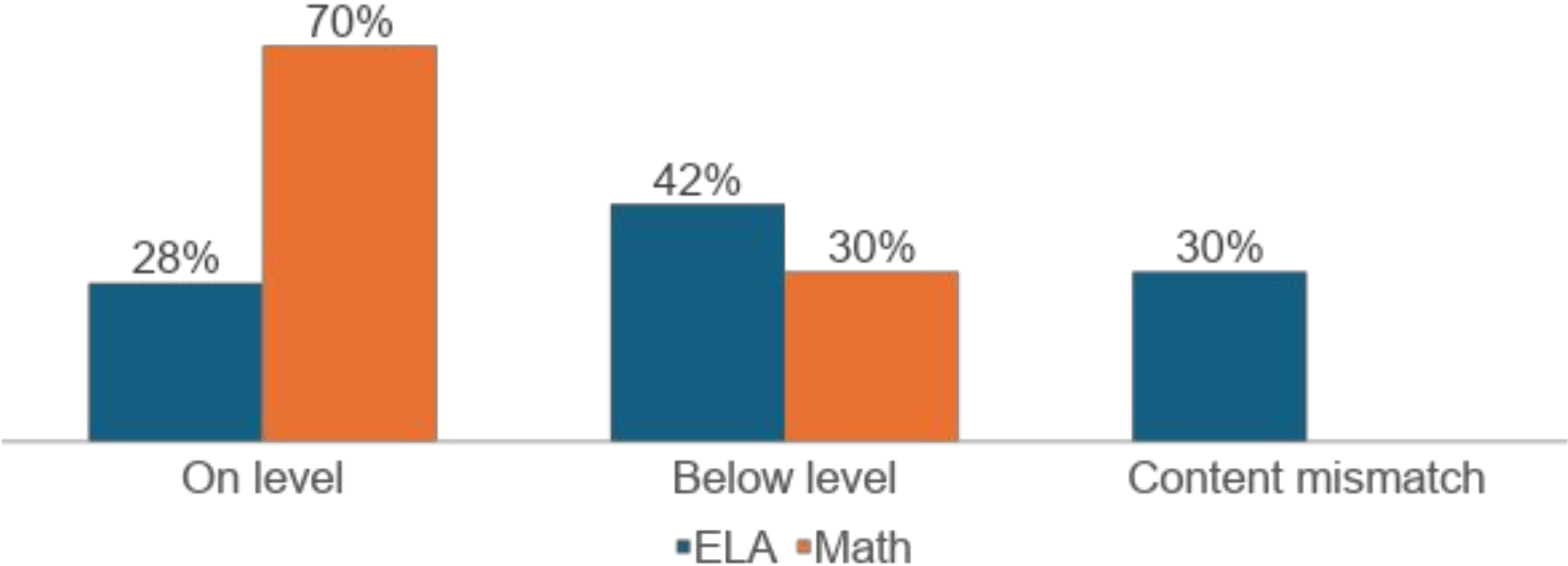
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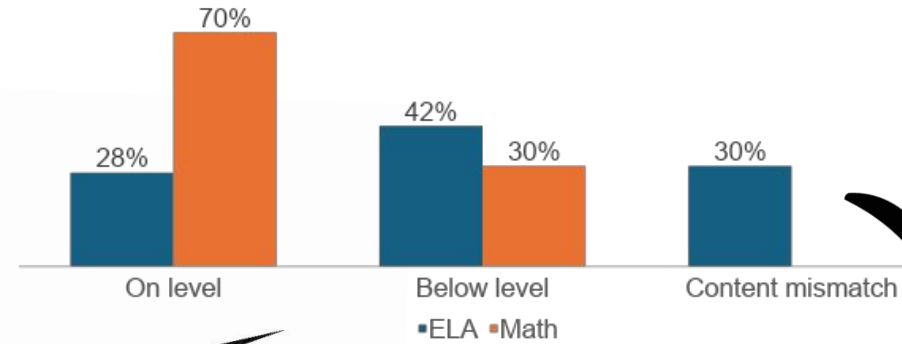
73
artifacts
submitted for
math



Percentage of student work on grade level:



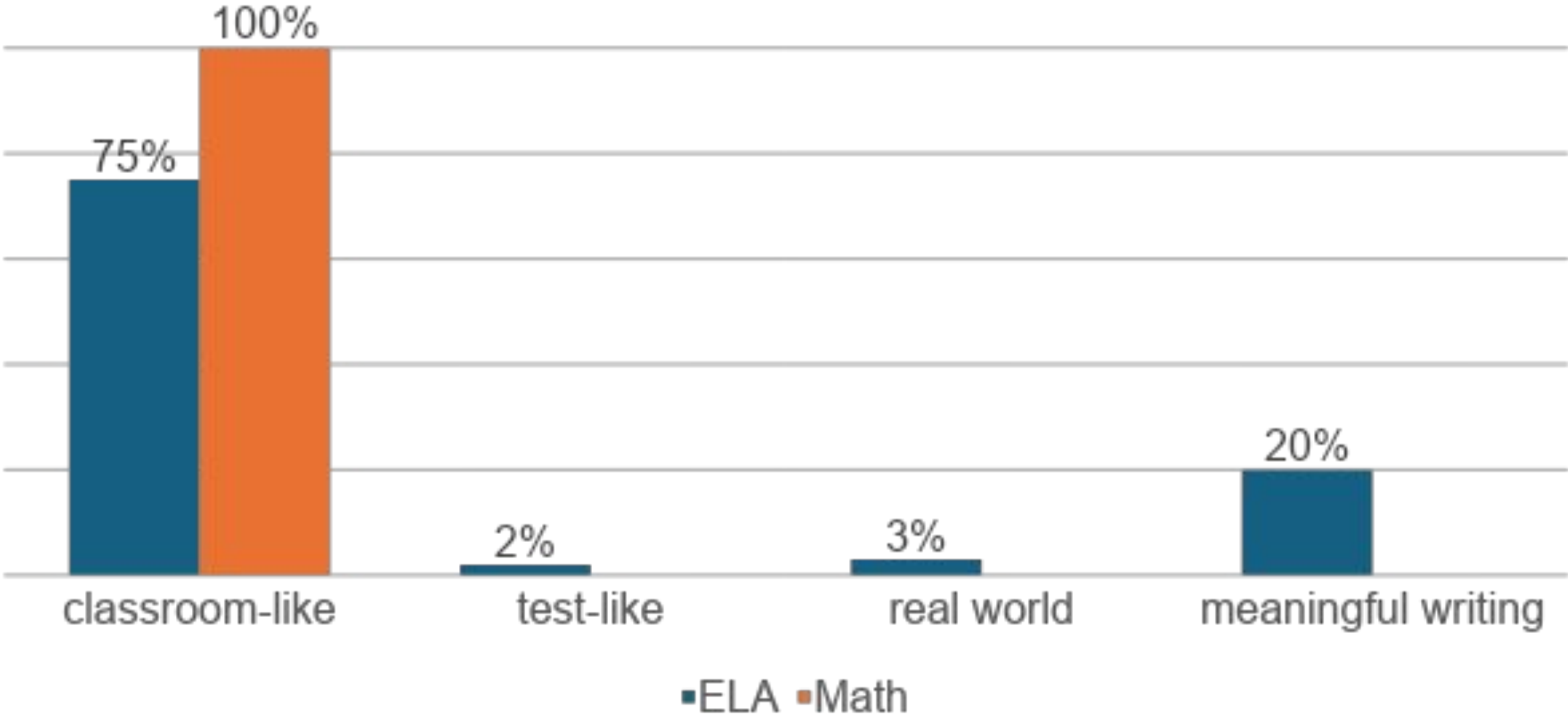
Content Collaboration



- The ELA standards are sometimes the same from one grade to the next which makes it challenging for teachers to know the on-level text and activity for their grade, particularly in the middle grades (4-8).

- All math artifacts were aligned to appropriate grade level standards, therefore no content mismatches; *however*, about 30% of the artifacts did not align to the standard specified in the lesson.

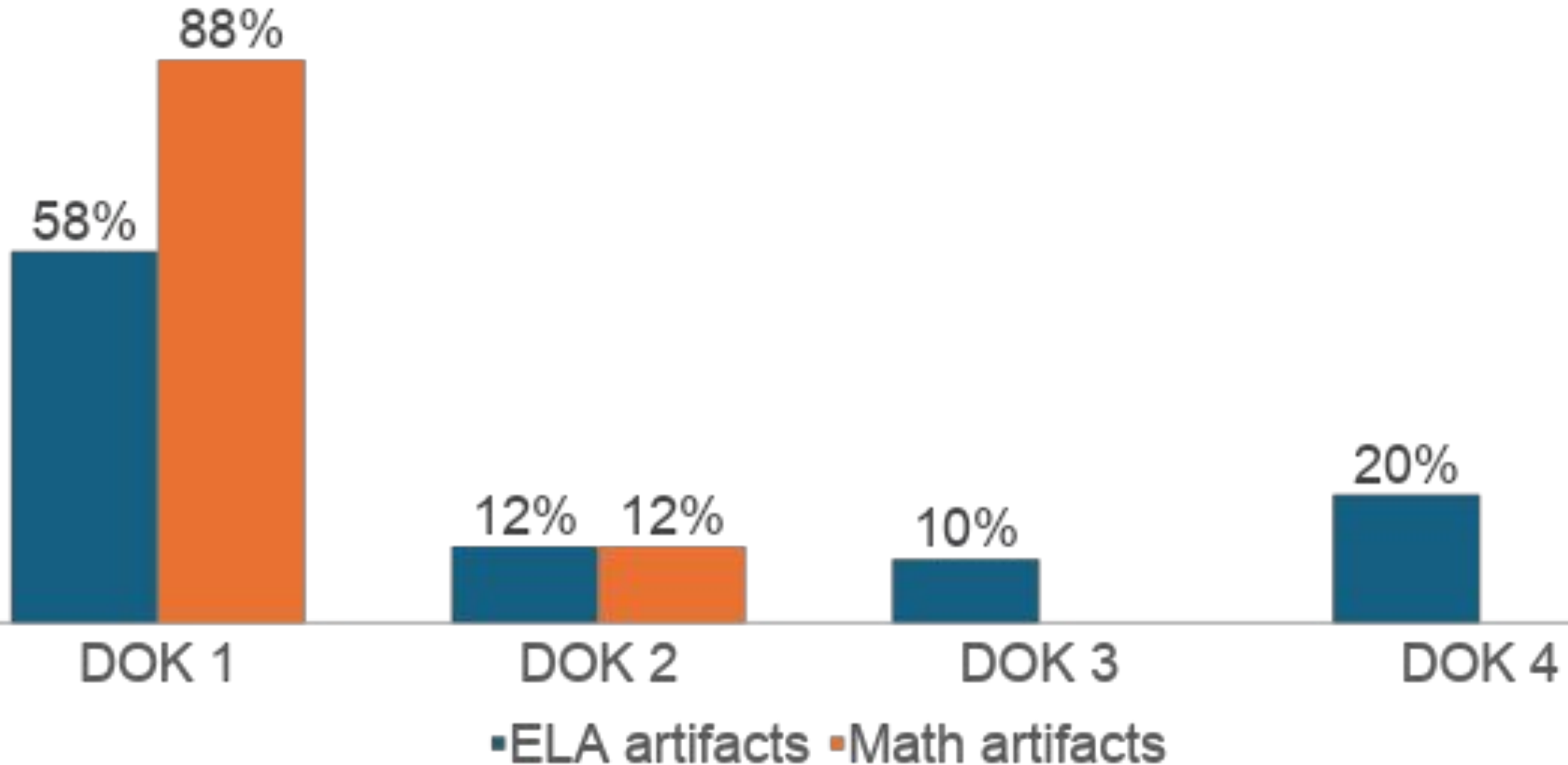
Contexts of Student Work:



Webb's Depth of Knowledge (DOK) Levels

DOK 1: Recall & Reproduction	DOK 2: Basic Application of Skills/Concepts	DOK 3: Strategic Thinking & Reasoning	DOK4: Extended Thinking
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic math calculations</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/</p> <p>Apply mathematical model to illuminate a problem</p> <p>illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Cognitive Demand of Student Work:



Continuous Improvement

- Exemplar Lessons for Each Essential Standard in the Curriculum
- Principals and Instructional Specialists Trained to Analyze Work Samples and Work with Teacher Teams for Better Alignment
- Continuous Monitoring and Feedback. Results Reported on January 27, 2025.