

C2 M4: Training Needs Analysis Template

Section 1: Project Overview

Project: Informational Essay Writing Tutoring

Project Description:

Create grammar training for learners struggling to create clear informational essays. Currently, 75% of learners earned a score of 2/5 or lower on the essay portion of the STAAR exam. As STAAR approaches, high school English academic supervisors are asking to raise the percentage of learners who earn a passing score of at least 3/5 to 50%

Objectives: Increase passing essay scores from 25% to 50% in 4 weeks.

Audience: High School English I learners

Constraints: Time (STAAR in 4-weeks); Tutoring sessions only once a week during 30-minute lunch period.

Project Roles:

Sponsor(s): District

Project Lead: Joy Ewere, English Teacher

SMEs: Joy Ewere, English Teacher

Section 2: Data Collection Plan

Data collected to understand current objectives and form action plan:

- Past essay scores for the current school year
- Mid-Year Mock STAAR Exam scores

Survey of Learners (92 of the 120 submitted the completed survey):

- From a survey administered by the teacher after the last exam...
- 40% of learners who took the survey struggled with coming up with two reasons to support their thesis statement
- 38% of learners who took the survey struggled with coming up with evidence to support their reasons
- 16% of learners who took the survey struggled with writing at least 3 paragraphs for their essays
- 6% of learners who took the survey struggled with "everything"

- 55% of learners who took the survey felt confident creating a thesis statement from a prompt
- 15% of learners who took the survey felt confident using evidence to support their thesis
- 9% of learners who took the survey felt confident writing an introduction, at least 1 body paragraph, and conclusion
- 16% of learners who took the survey felt confident with "nothing"

Meeting with supervisor scheduled

- Purpose: to review data and form 4-week lesson plan

Materials provided:

- Redesigned STAAR informational essay rubric (free access provided online)
- Redesigned STAAR informational graded essays for score norming

Section 3: Data Analysis

- The results seemed paradoxical in how a majority of learners struggled to come up with two reasons for their thesis, but also felt confident in their thesis writing skills.
- The teacher and supervisor guessed that learners felt confident answering a prompt clearly, but forgot the criteria for a fully-formed thesis statement (i.e. a claim answering the prompt, two reasons to support claim, and the "because...and...so" sentence structure).
- The teacher and supervisor concluded that students struggle to find evidence to support their thesis, as well as explaining and summarizing the relationship between the evidence and the thesis.

(Charts attached)

Section 4: Recommendations

Notes from meeting with supervisor:

- Based on data collected, the teacher broke down the tutoring into 4 lessons (Option A):

- Week 1: Grading informational essays together (score norming)
- Week 2: Essay outlining using graphic organizers
- Week 3: Identifying evidence from a text to support a thesis
- Week 4: Creating essays using deconstructed essays from week 1

Alternative plan based on meeting:

- Based on data collected, the teacher broke down the tutoring into 4, alternative lessons (Option B):

- Week 1: Timed essay writing
- Week 2: Learners grade their own and each other's essays using the STAAR informational essay rubric
- Week 3: Learners begin to re-write their essays using feedback and rubric
- Week 4: Learners finish re-writing their essays and have complete peer grading using the rubric

Tutoring sessions will focus on reading informational essays to understand their structure and organization. Learners will practice their outlining and evidence-based writing skills to improve their scores.

Section 5: Conclusions

Option A is the preferable choice due to the short time frame allotted for the project and because of past learner behavior in regards to essay writing. Most learners do not finish writing their essays during exams where they have 45 minutes to write their essay.

Option A will focus on teaching learners what makes a strong essay so they will feel more confident constructing essays as STAAR approaches in 4 weeks.

Option A:

- Week 1: Grading informational essays together (score norming)
- Week 2: Essay outlining using graphic organizers
- Week 3: Identifying evidence from a text to support a thesis
- Week 4: Creating essays using deconstructed essays from week 1

The resources will be made available through the online class portal, and lessons will be recorded so learners can refer back to the content at anytime.