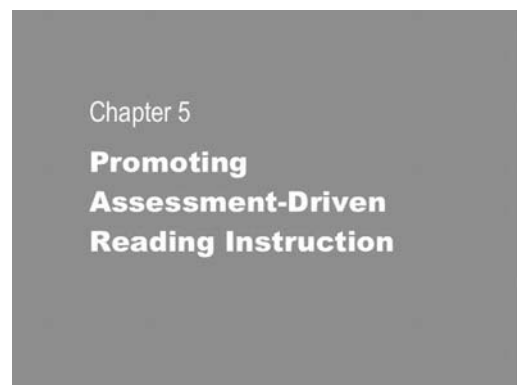


SLIDE 108: CHAPTER 5**Participant's Guide Page:**

PG 5.3

Facilitator Support:

Approximate time for Chapter Overview of Chapter 5: 4-Day or 5A Schedule—5 minutes; 5B Schedule—7 minutes

Approximate time for Chapter 5: 4-Day or 5A Schedule—3.5 hours; 5B Schedule—7 hours

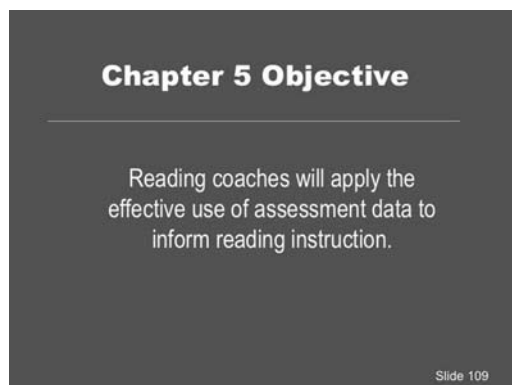
KEY POINT**Overview of Chapter 5**

Say: "Let's use the reading strategy of scanning to familiarize ourselves with Chapter 5, *Promoting Assessment-Driven Reading Instruction*. Take the next five minutes to skim the contents of Chapter 5 before the group discussion. As you scan the chapter, note questions that occur to you on the sticky notes in the center of your table."

Hold up a sticky note. Point to the Questions poster.

Say: "I'll collect your questions and post them on our Questions poster. At the end of the discussion, we'll review them to make sure all your questions are answered. The Questions poster will be up throughout the training. If a question occurs to you at anytime, ask it immediately, or feel free to post it for later review."

SLIDE 109: CHAPTER 5 OBJECTIVE



Participant's Guide Page:

PG 5.5

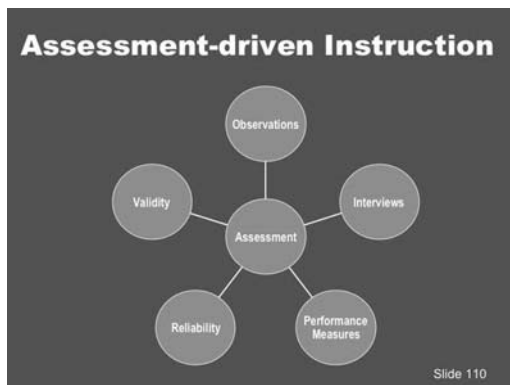
KEY POINT

Chapter 5 Objective

- Refer to the Chapter 5 Objective.
- Review the Coaching Objectives Orientation chart by noting how many red, yellow, and green marks showed up for this objective.

Say: *"When we completed the Coaching Objectives Orientation activity (#) of you marked this objective with red checks, meaning it was an objective you'd like us to 'STOP' and spend the most time reviewing. (#) of you marked it with yellow checks, meaning you'd like us to 'Go Slowly.' (#) of you checked green, meaning it was your third priority."*

SLIDE 110: ASSESSMENT-DRIVEN INSTRUCTION



Handouts/Materials:

Vocabulary Word Wall—Assessment
 Vocabulary Word Wall—Interview
 Vocabulary Word Wall—Performance Measures
 Vocabulary Word Wall—Assessment-Driven Instruction

Participant's Guide Page:

PG 5.5

KEY POINTS

Define *Assessment*

Compare and Contrast Assessment Data Sources

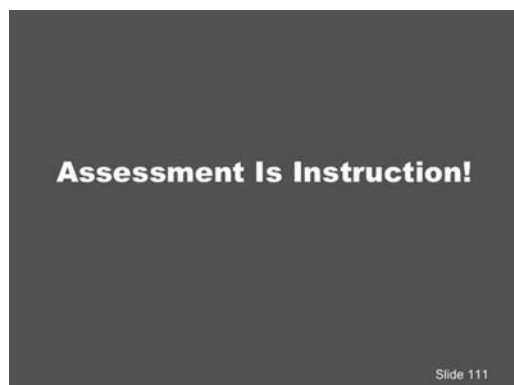
Discuss Assessment-Driven Instruction

Define *Reliability* and *Validity*

DEFINITIONS

- **Assessment:** Task of gathering data on which to base judgment-oriented decisions. Such data are multidimensional, including standardized tests, observations, interviews, informal tasks, and performance measures.
- **Interview:** A formal meeting in person or by phone; especially one arranged to assess an applicant's qualifications; a conversation in which facts or statements are elicited from a candidate.
- **Performance Measures:** Measures that require students to apply their knowledge and to use information in activities or projects that reflect their level of understanding of the content being assessed.
- **Assessment-Driven Instruction:** Involves using assessment data to inform instructional decisions. Educators use test results from progress monitoring and other forms of assessment to determine if interventions are working and if changes need to be made in instructional practices.

SLIDE 111: ASSESSMENT IS INSTRUCTION



Participant's Guide Page:

PG 5.6

Facilitator Support:

Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6–11.

Approximate time for Talking It Over: 4-Day or 5A Schedule—5 minutes; 5B Schedule—15 minutes

KEY POINT

Connection among Curriculum, Assessment, and Instruction

- Refer participants to References, page PG 5.30. Note Glazer's 1998 book, *Assessment Is Instruction: Reading, Writing, Spelling and Phonics for All Learners*.
- Note Guskey's article, referenced on page PG 5.6. **Stress Guskey's quote:** "When teachers' classroom assessments become an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless" (2003, p.11).



TALKING IT OVER

Why do some teachers see formal assessments as separate from instruction? How can a coach help teachers see the connections?

SLIDE 112: TYPES OF READING ASSESSMENT

**What types of assessment
does K-3 reading require?**

Slide 112

Participant's Guide Page:

PG 5.6

Facilitator Support:

Approximate time for Making It Personal: 4-Day or
5A Schedule—5 minutes; 5B Schedule—15 minutes

KEY POINT

Appropriate Assessment

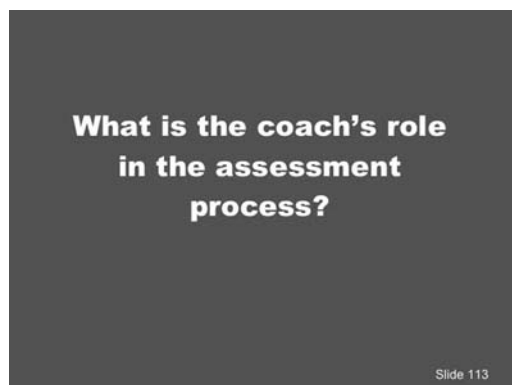
- Stress that plans for assessment must attend to grade-level differences.
- Emphasize that plans for assessment must address the essential reading components.
- Discuss the K–3 Early Reading Target Areas chart, page PG 5.6.



MAKING IT PERSONAL

Have participants share the names of assessments used at each grade level at their schools. What are the advantages of these assessments? How do participants use the data gathered from these assessments?

SLIDE 113: THE COACH'S ROLE IN ASSESSMENT



Participant's Guide Page:

PG 5.7

KEY POINT

The Coach's Role in Assessment

- Communicate to teachers how assessment can help them guide instruction:
 - Identify students who are on grade-level;
 - Assist students who have difficulty with some reading concepts;
 - Intensify interventions for students with extreme difficulties;
 - Group students for effective instruction;
 - Target specific reading concepts and skills that students have not mastered;
 - Determine instructional intensity;
 - Monitor students' progress; and
 - Determine areas where they need extra support, PD, and supplemental materials.

SLIDE 114: SCHEDULING ASSESSMENT DAYS



Participant's Guide Page:

PG 5.7

Facilitator Support:

Confirm attendance of coach to share logistics of assessment days

Approximate time for Making It Personal: 4-Day or 5A Schedule—10 minutes; 5B Schedule—20 minutes

KEY POINTS

Video Clip (2:10)

- Ask participants to make notes about how coaches have established routines for scheduled assessment days.

Coaches' Reflections

- Mention other examples of progress-monitoring tools such as the Texas Primary Reading Inventory (TPRI), the Quick Phonics Screener (QPS), the Group Reading Assessment and Diagnostic Evaluation (GRADE), the Early Reading Diagnostic Assessment (ERDA), the Test of Word Reading Proficiency (TOWRE), and assessments from the school's reading program and benchmark tests for state or district standards.



MAKING IT PERSONAL

Invite an effective coach to share the logistics of assessment days in his or her school.

SLIDE 115: ASSESSMENT ADMINISTRATION

**Assessment
Administration**

Coach and teachers have roles.
Fidelity is critical.

Slide 115

Handouts/Materials:

Vocabulary Word Wall—Fidelity

Participant's Guide Pages:

PG 5.8–9

Facilitator Support:

Approximate time for Talking It Over: 4-Day or 5A

Schedule—5 minutes; 5B Schedule—10 minutes

KEY POINT

Test Administration

- The coach should train others to assist in test administration.
- Tests must be administered with fidelity.
- Tests that are not given with fidelity waste teaching and learning time.

DEFINITION

- **Fidelity:** The degree to which instruction follows a program's intent and design.



TALKING IT OVER

What are the logistics of assessment at your school? If no assessment team has been trained or identified, how could collaboration among participants in this professional development module make assessment more manageable and a better learning experience for all?

SLIDE 116: ASSESSMENT PROCESS

Assessment Process

- Form a school-based assessment team
- Inform teachers of data collection schedule
- Prepare assessment materials for classrooms
- Prepare for data collection
- Administer the assessment
- Review and enter data

Slide 116

Participant's Guide Pages:

PG 5.8–9

Facilitator Support:

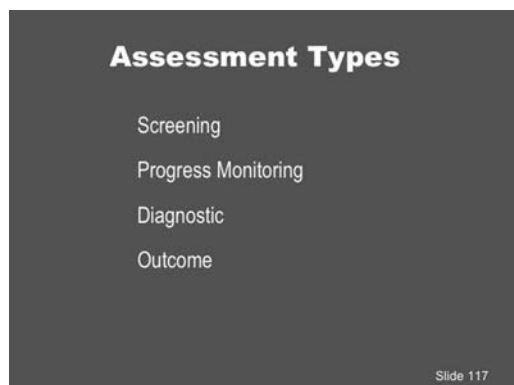
Approximate time for Assessment Process Checklist Activity:
4-Day or 5A Schedule—8 minutes; 5B Schedule—
15 minutes

KEY POINT

Assessment Process Guidelines

- Ask participants to review the Assessment Process Checklist on pages PG 5.8–9 individually.
- As they review, ask them to use their red marker to check the items they would like to discuss with their table group.
- Allow 5 minutes if following 4-Day or 5A schedule or 10 minutes if following 5B schedule for individual review.
- Prompt participants to begin discussing their priority items with their table groups.
- Discuss for 3 minutes if following 4-Day or 5A schedule or 5 minutes if following 5B, asking for insights under each bolded category.
- Advise participants that an option for the Chapter 5 Make and Take Learning Center is to create a calendar with dates of reading assessments, professional development opportunities, and grade group meetings already inserted.
- Suggested break.

SLIDE 117: ASSESSMENT TYPES



Participant's Guide Page:

PG 5.10

KEY POINT

Types of Assessment

- One assessment instrument may be used for multiple purposes.

SLIDE 118: SCREENING ASSESSMENTS



Handouts/Materials:

Vocabulary Word Wall—Screening Assessments
Example of a screening assessment for display

Participant's Guide Page:

PG 5.10

Facilitator Support:

Approximate time for Screening Form activity: 4-Day or 5A schedule—5 minutes; 5B Schedule—10 minutes

Approximate time for Making it Personal: 5B Schedule—30 minutes

KEY POINTS


- By comparing scores from screening measures to benchmark scores, the coach and/or teacher can determine whether a student is probably on track to learn to read successfully or may need specialized intervention.
- It is especially important for schools to give screening assessments to beginning readers in Kindergarten and 1st grade.

Process & Practice Activity: Screening Form (Resource 5.1)

- Ask participants to complete the chart on page PG 5.10 with information about the screening procedures at their schools.
- Allow 5 minutes.
- Ask for a volunteer to share.

DEFINITION

- **Screening Assessments:** Tests that serve as beginning assessments of students' preparation for grade-level reading instruction; a "first alert" that a child will need extra help to make adequate progress in reading during the year.



MAKING IT PERSONAL

This section could be expanded to analyze actual screening data collected at the school. Practice in this critical coaching skill by planning with the principal, if present, and with other coaches and the professional development facilitator would be beneficial.

SLIDE 119: PROGRESS MONITORING



Handouts/Materials:

Example of Progress Monitoring Assessment for display
Vocabulary Word Wall—Progress Monitoring

Participant's Guide Pages:

PG 5.11–12

KEY POINTS

Examine Progress Monitoring

Two Types of Progress Monitoring

- Occurs during or after a lesson by the teacher to monitor student mastery of objectives.
- Occurs three times a year in a more standardized process.

DEFINITION

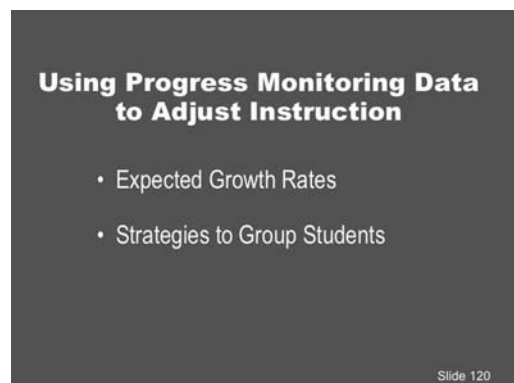
- **Progress Monitoring:** Tests that keep a teacher informed about a child's progress in learning to read during the school year; quick samples of critical reading skills, they tell the teacher if a child is making adequate progress toward grade-level reading ability in end-of-the-year measures.



TALKING IT OVER

Encourage participants to share how they encouraged the faculty in their schools to use data. How did they originally organize the data? What format met with the best reception? Has the comfort level with data use increased?

SLIDE 120: USE DATA TO ADJUST INSTRUCTION



Handouts/Materials:

Vocabulary Word Wall—Advanced Students
 Vocabulary Word Wall—Benchmark Students
 Vocabulary Word Wall—Strategic Students
 Vocabulary Word Wall—Intensive Students

Participant's Guide Pages:

PG 5.11–14

Facilitator Support:

Fuch, L. S., Fuch, D., Hamlett, C. L., Waltz, L., & Germann, G. (1993). WRC per week by formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27–48.

Approximate time for Talking It Over: 5B Schedule—15 minutes

KEY POINTS

Expected Rates of Growth Chart

- Use guidance from the assessment to determine levels of expected growth.
- Note that the chart on page PG 5.11 gives a realistic rate of growth on the left and an ambitious rate on the right.
- The chart represents the weekly increase in words read correctly per minute at grades 1–6.

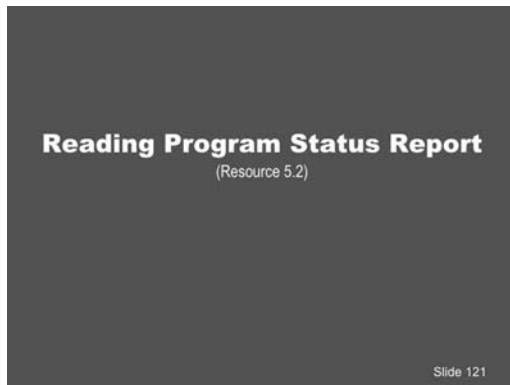
User-Friendly Data Format

- Teachers can use these progress monitoring data to group students for instruction.
- A simple method to sort data for instruction: think of students at the Realistic or Ambitious levels on the Expected Growth Chart as “developed” and those below these levels as “still developing.”
- A more detailed method is to sort data into categories such as *intensive*, *strategic*, *benchmark*, and *advanced*.

DEFINITIONS

- **Advanced Students:** Those who perform consistently above benchmark goals and perform quite well with grade-level material. They are able to manage a variety of materials designed as challenge or enrichment resources.
- **Benchmark Students:** Students who perform consistently and meet standards established for their grade level. These students are able to manage the grade-level materials and content well.
- **Strategic Students:** Students who are struggling with some specific content and frequently perform one or two grade levels below standards on their assessments; need additional support during small-group time to reach benchmarks on progress monitoring assessments.
- **Intensive Students:** Those students who consistently perform poorly, are two or more standard deviations below the mean on standardized tests, and are considered below the benchmark on progress monitoring assessments. Intensive students require focused intensive support with pre-teaching and re-teaching, and additional specialized instruction during small-group time.

SLIDE 121: STATUS REPORT



Participant's Guide Pages:

PG 5.13–5.14

Facilitator Support:

Approximate time for Reading Program Status Report: 4-Day or 5A Schedule—15 minutes; 5B Schedule—15 minutes

Approximate time for Making It Personal: 5B Schedule—30 minutes

KEY POINT

Process & Practice Activity: Reading Program Status Report (Resource 5.2)

- Ask participants to review the data on second grade students at Any Town Elementary from Reading Program Status Report (Example) on page PG 5.14.
- Ask participants to complete the bottom of the chart (Resource 5.2) on page PG 5.13, identifying the classrooms as advanced, benchmark, strategic, or intensive.
- Allow 10 minutes.
- Discuss the answers, found on page PG 5.37, for 5 minutes.



MAKING IT PERSONAL

This section could be expanded to analyze actual progress monitoring data collected at the school. Practice in this critical coaching skill by planning with the principal, if present, and with other coaches and the professional development facilitator would be beneficial.

SLIDE 122: AYP



Handouts/Materials:

Vocabulary Word Wall—Adequate Yearly Progress

Participant's Guide Pages:

PG 5.15–5.16

KEY POINTS

Define Adequate Yearly Progress

Discuss Progress Monitoring Problem-Solving Checklist (Resource 5.3)

Discuss Progress Monitoring Action Steps (Resource 5.4)

- Adequate Yearly Progress, or AYP, is measured by the student's performance in achieving grade-level standards and benchmarks.
- To avoid loss of instructional time, use the Progress Monitoring Problem-Solving Checklist (Resource 5.3) page PG 5.15 to prompt reflection on the progression monitoring process.
- Completing the Progress Monitoring Problem-Solving Checklist will only be productive if it leads to action. Record plan on the Progress Monitoring Action Steps form (Resource 5.4), page PG 5.16.

DEFINITION

- **Adequate Yearly Progress:** A No Child Left Behind accountability measure that requires states to have plans in place to ensure that all students are meeting academic achievement goals for the year.

SLIDE 123: DIAGNOSTIC ASSESSMENTS



Handouts/Materials:

Example of a Diagnostic Assessment for display
Vocabulary Word Wall—Diagnostic Assessments

Participant's Guide Pages:

PG 5.17–5.19

Facilitator Support:

www.fcrr.org/assessment/PDFfiles/DiagnosticTools.pdf

KEY POINTS

Define *Diagnostic Assessment*

- Diagnostic assessments are generally administered to K–3 students when teachers need additional information to pinpoint effective interventions for students who are at risk for reading difficulty.
- Researchers have repeatedly demonstrated that teachers who assess student performance directly and use that information to plan instruction have better educational outcomes.

Using Assessment Data for Other Purposes

- Assessment data may be used to:
 - Evaluate program effectiveness;
 - Evaluate teacher effectiveness; and
 - Determine PD needs.
- Refer participants to the example of assessment use in Example: Teacher Professional Development/ Coaching Plan on page PG 5.17.

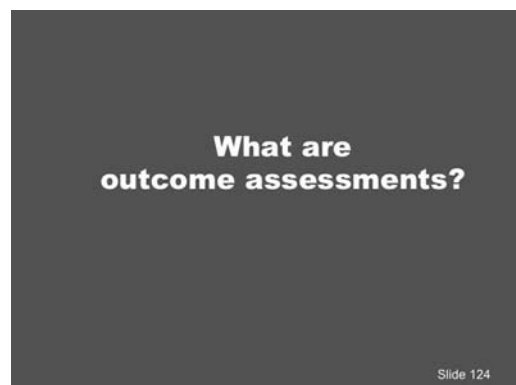
Diagnostic Measures Table

- Ask participants to look at the Diagnostic Measures Appropriate for Primary and Secondary Grades (Resource 5.8) on page PG 5.49, then use a green marker to check the diagnostic measures with which they are familiar.

DEFINITIONS

- **Diagnostic Assessments:** Tests used to measure a variety of reading, language, or cognitive skills; usually given only if a child fails to make adequate progress after receiving extra help in learning to read. Diagnostic assessments are designed to give a more detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

SLIDE 124: OUTCOME ASSESSMENTS



Handouts/Materials:

Example of outcome assessment for display
 Newspaper clippings on district assessment results
 Vocabulary Word Wall—Outcome Assessments
 Vocabulary Word Wall—High-Stakes Testing
 Vocabulary Word Wall—Norm-Referenced Tests

Participant's Guide Page:

PG 5.18

KEY POINTS

Define *Outcome Assessment*

Compare and Contrast Screening, Progress Monitoring, Diagnostic, and Outcome Assessments

DEFINITIONS

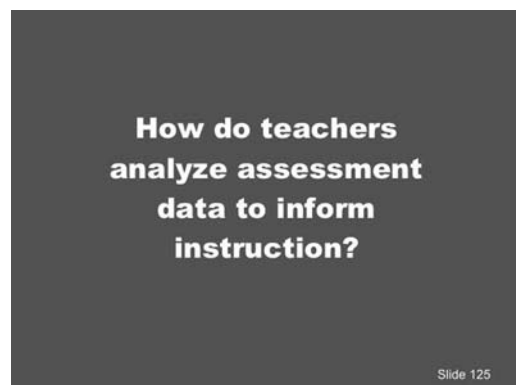
- **Outcome Assessments:** Measures given at the end of the year to: (1) help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students; (2) help districts evaluate their progress toward meeting the goal of “every child reading on grade level by 3rd grade.”
- **High-Stakes Testing:** Procedure for critical evaluation; a means of determining the presence of knowledge, intelligence, or ability with test results serving as a basis for judgment.
- **Norm-Referenced Tests:** Tests that have been standardized on a specific group, usually referred to as the norm group; allow comparisons of an individual student's score with other students' performance.



TALKING IT OVER

Read some news coverage on district results on state assessments. How does this coverage make a coach's job easier? Harder?

SLIDE 125: DATA ANALYSIS



Participant's Guide Pages:

PG 5.19

Facilitator Support:

Approximate time for Digging into the Data: 4-Day or 5A Schedule—15 minutes; 5B Schedule—20 minutes

Approximate time for Making It Personal: 5B Schedule—30 minutes

Approximate time for Talking It Over: 4-Day or 5A Schedule—5 minutes; 5B Schedule—10 minutes

KEY POINTS

Process & Practice Activity: Digging into the Data

- Ask participants to review the Reading National Percentiles on the Norm-Referenced Tests taken by a sample of students at Any Town Elementary School.
- Ask participants to record their observations about each student's progress. Use the space on page PG 5.19.

Data Analysis

- Assessment analysis helps teachers pinpoint what is and is not working so they can adjust instruction quickly and efficiently.



MAKING IT PERSONAL

This section could be expanded to analyze actual outcome assessment data collected at the school. Practice in this critical coaching skill by planning with the principal, if present, and with other coaches and the professional development facilitator would be beneficial.



TALKING IT OVER

How did teaching differ before all these data were available? Why do some schools collect the data but do not use it? How would you persuade the staff to begin?

SLIDE 126: USING DATA TO IMPROVE INSTRUCTION



Participant's Guide Page:

PG 5.20

KEY POINTS

Video Clip (4:45)

Teachers' Reflections

- Ask participants to record the names of teachers at their school who are currently using or would be willing to use data analysis to improve their instruction. Use the space on page PG 5.20.

SLIDE 127: FACILITATING DATA ANALYSIS



Handouts/Materials:

Vocabulary Word Wall—Disaggregated Data

Participant's Guide Pages:

PG 5.20-21

Facilitator Support:

Approximate time for Facilitating Data Analysis activity:
4-Day or 5A Schedule—10 minutes; 5B Schedule—
15 minutes

KEY POINT

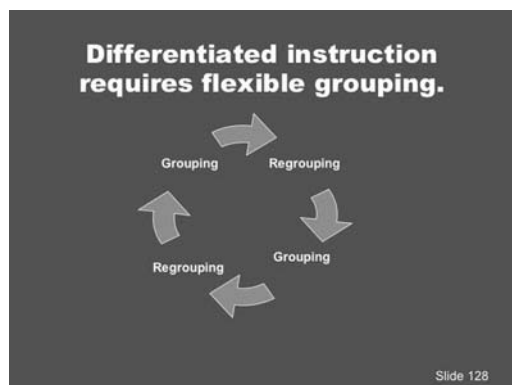
Coach's Checklist for Facilitating Data Analysis (Resource 5.5)

- Ask participants to review the Coach's Checklist for Facilitating Data Analysis on pages PG 5.20–21.
- Ask participants to use their yellow markers to check the areas they may have to approach with caution.
- Allow five minutes for individual review if following 4-Day or 5A schedule or 10 minutes if following 5B schedule.
- Ask participants to discuss their concerns with a peer sitting two tables away from them for 5 minutes if following 4-Day or 5A schedule or 5 minutes if following 5B.

DEFINITION

- **Disaggregated Data:** Separates student or school achievement scores into subgroups; may include students in the categories of exceptional student education, lower quartile, free and reduced-price lunch.

SLIDE 128: GROUPING AND RE-GROUPING



Participant's Guide Pages:

PG 5.21

KEY POINT

How Does Assessment Facilitate Grouping?

- Types of grouping:
 - Same-ability;
 - Mixed-ability;
 - Within-class regrouping;
 - Same-grade regrouping; and
 - Across-grade regrouping.

SLIDE 129: FLEXIBLE GROUPING



Handouts/Materials:

Examples of school schedules

Examples of classroom schedules

Reading-related incentive

Participant's Guide Pages:

PG 5-22–25

Facilitator Support:

Approximate time for Flexible Grouping activity: 4-Day or 5A Schedule—10 minutes; 5B Schedule—15 minutes

KEY POINT

Process & Practice Activity: Flexible Grouping (Resource 5.2)

- Ask participants to use Examples A and B for Scheduling Small-Group, Teacher-Led Instruction on pages PG 5.22 and PG 5.23 to complete the activity.
- Ask participants to select either Example A or B to complete the Flexible Grouping chart and then use these answers to identify the teachers with students in the different categories on the Reading Program Status Report (Resource 5.2) on page PG 5.24.
- Ask participants to record their thoughts about how their schools implement reading interventions for each grade level on Reading Program Support Options (Resource 5.6), page PG 5.25.
- Allow 5 minutes if following 4 Day or 5A schedule or 10 minutes if following 5B schedule for individual review.
- Discuss for 5 minutes, asking for a volunteer to share. Reward the first volunteer with a reading-related incentive.

SLIDE 130: WHO SEES THE DATA?



Participant's Guide Page:

PG 5.25

KEY POINT

Availability of Data

- Summaries of assessment data across grade levels should be communicated in public.
- Analyses of particular classroom variables should be communicated in private.
- Approach data analysis with caution.

SLIDE 131: USING STUDENT DATA

Using Student Data to Guide PD

- Identify instructional methods that work with groups of students with reading difficulties
- Replicate practices of teachers whose students who meet or exceed grade-level standards
- Concentrate on parts of reading programs and interventions that need to be reviewed.

Slide 131

Participant's Guide Pages:

PG 5.26–27

Facilitator Support:

Approximate time for Goals for Promoting Assessment-Driven Instruction activity: 4-Day or 5A schedule—10 minutes:

5B Schedule—15 minutes

KEY POINTS

Using Student Data to Guide Professional Development

Process & Practice Activity: Goals for Promoting Assessment-Driven Instruction (Resource 5.7)

- Ask participants to review the key ideas presented in this chapter and think about what needs to happen at their schools for assessment-driven instruction to make a difference.
- Ask participants to list goals for promoting assessment-driven instruction. Use the space on page PG 5.27.
- Ask participants to then prioritize their goals in the space on page PG 5.27.

SLIDE 132: LEARNING CENTERS



Participant's Guide Pages:

PG 5.28–29

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or 7 minutes per station if following 4-Day or 5A Schedule; 60 minutes or 15 minutes per station if following 5B Schedule

KEY POINTS

Review of Chapter 5

- Address any questions from Chapter 5 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to page PG 5.28–5.29 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

CHAPTER 5 VOCABULARY WORD WALL

Assessment

Observation

Interview

Performance Measures

Assessment-Driven Instruction

Fidelity

Screening Assessments

Progress Monitoring

Advanced Students

Benchmark Students

Strategic Students

Intensive Students

Adequate Yearly Progress

Diagnostic Assessments

Outcome Assessments

High-Stakes Testing

Norm-Referenced Tests

Disaggregated Data