

DoDEA Sample Agenda

Assessment to Inform Instruction

Bess Wills
Literacy Specialist
Scholastic, Inc.

Materials Needed: Grade Level Assessment Kit
Internet Access
LCD Projection capabilities
DRA Kit
Chart Paper
Post-It Notes

AM:

1. What formal assessment activities are available through Literacy Place? How and when are they to be used?
2. What informal assessments are available? How and when are they to be used?
 - What is an Oral Fluency Assessment? What does it measure? How is it done?

PM:

2. What informal assessments are available? How and when are they to be used?
 - What is an Oral Reading Record? How can it be done quickly and efficiently?
 - What is an anecdotal record? What information should be recorded?
3. What other assessment tools are congruent with those found in Literacy Place?
 - How is the information gathered from the DRA helpful in literacy instruction?
4. Wrap Up and Reflection

Assessment to Inform Instruction

One Day Workshop

Bess Wills

Literacy Specialist

Scholastic, Inc.

Exercise 1: What formal assessment activities are available through Literacy Place? How and when are they to be used?

20 minutes **Overview and Walk-Through of Materials in Assessment Kit**

- Assessment Handbook
- Teacher's Test Manual
- Placement Test (beginning at grade 2)
- Unit Tests Forms A & B
- Unit Vocabulary Tests
- End of Year Test
- Benchmark Book Guided
- Benchmark Books

45 minutes **Formal Assessment**

Formal Assessment is the objective testing of a child's mastery of a subject and a key factor in determining his/her development.

- Should help teachers evaluate progress at key points, provide accountability, and offer insights into student progress.

- Unit and End of Year Tests were developed in partnership with Educational Testing Service, ETS, creator of the National Assessment of Educational Progress (NAEP) tests, Terra Nova, CTBS, ITBS, and CAT.

Literacy Place Placement Test:

- Designed to help teachers determine a child's reading and writing abilities.
- Placement Test measures:
 - Vocabulary
 - Reading
 - Writing

The Placement Test Guide provides a complete description of the test, an answer key, and step-by-step instructions for its use

Literacy Place Unit Tests:

- Use to collect information for evaluating a child's progress. They help prepare children for standardized tests.
- Measures student progress in reading, writing, study skills, and GUMS taught in Literacy Place (grades 3-6)
 - Unit Tests measure
 - Reading
 - Phonics
 - Writing
 - Grammar, Usage, and Mechanics
 - Study Skills
 - Options for use of Literacy Place Unit Tests
 - Form A for instructional activities, Form B as the test
 - Form A as a practice test, Form B as the test
 - Form B as a practice test, Form A as the test
 - Form A as a test, Re-teach, Form B as the test
 - Form A or B as a whole- class instruction, other form as test
 - Form A or B as Literacy Station practice test activity

Vocabulary Tests in Grades 1 & 2

- Test booklets provide directions for administering, scoring, and answer key.

Spelling Tests

- Grade 1: phonics-based words and high-frequency words
- Grade 2: phonics-based words
- Grades 3-6:
 - administered weekly
 - selected from the Student Source Book
 - vocabulary words
 - linked between word knowledge and spelling

Mid-Year Reading and Writing Assessment (Grade 1)

- Administered after the third unit
- Assesses mastery in the following areas:
 - Reading
 - High-Frequency Words
 - Writing
 - Phonics
 - Dictation

Mid-Year Assessment (Grade 2-6)

- Use Form B Unit Test 3
- Information about continued needs in reading, comprehension, vocabulary, and writing instruction

End-of Year Test

- Evaluates year long progress
- Provides standardized test practice

15 minutes Reflection on the role of Formal Assessment in a Literacy Place Classroom

- With a partner, discuss the role of Formal Assessment
- Use Post-It notes to list 5 reasons to use Formal Assessment

15 minutes When is formal assessment to be used?

- This should be done in small groups and reported out to the entire body. There should be several alternatives given. Additional suggestions can be found in the Assessment Handbooks (Grades 1-2 and 3-6)

15 minutes Break

Exercise 2: What informal assessments are available? How and when are they to be used?

20 minutes

Informal assessment is the ongoing, everyday appraisal of a child's academic progress. All activities, reading, writing, listening, speaking or viewing, provide an opportunity for informal assessment. In groups or individually, the teacher can look at critical and creative responses to literature and watch for developing skills and strategies.

Overview of informal assessment possibilities (handout from LP Training manual)

- Anecdotal Records*
- Benchmark Books*
- Book Handling/Print Concepts
- Checklists
- Conferences
- Student Demonstration
- Family Survey
- Interest Survey
- Journal
- Literacy Log
- Observation
- Oral Retelling
- Peer Assessment
- Performance Assessment
- Portfolios
- Project
- Oral Reading Record (Running Record)*
- Self-Assessment
- Writing Sample
- Oral Fluency Assessment*

* indicates area for further discussion.

Allow time for review of handout and discussion of several that may not be familiar to teachers.

Exercise 2A: What is an Oral Fluency Assessment? What does it measure? How is it done?

50 minutes

Use the Professional Development mini lesson from the DODEA website to develop this topic.

- Go to: www.odedodea.edu
- Instruction- K-12 Educational Programs
- Curriculum Area Web Pages
- Reading/English/Lang Arts
- Literacy Place Icon
- Assessment Professional Development Module
- Read through OFA written component
- **Conduct an Oral Fluency Assessment**
- Click on: Watch One

Take a few minutes to discuss mini-lesson with elbow partner.

Return to mini-lesson and Try One (There are two opportunities to see the actual assessment being done with children)

After another brief discussion with your elbow partner, return to the Professional Module page select and view **Scoring an OFA**

- Read through text
- Select a grade level, time of year, and GO
- You will see calculations of OFA scores
- Try several combinations

Conclude the session with a brief discussion with your elbow partner. Post any questions you may have.

Lunch

Exercise 2B: What is an Oral Reading Record? How can it be done quickly and efficiently?

60 minutes

An Oral Reading Record or running record is will help teachers determine children's needs in using the three cueing systems. Readers use meaning, visual, and syntactic or structure cues to figure out words, sound associations with letters, and to make sense of text. Each will be explained briefly below:

- Meaning cues help readers make meaning from context, including pictures that support the story (M)
- Visual cues help readers match letter knowledge to sound knowledge (V)
- Syntactical or structure cues help readers use language to make meaning (S)

Use Benchmark Books from Literacy Place, Guided Reading Blue, or other age/grade appropriate materials from the classroom. Select books that range from Easy to Average to Challenging. Follow the steps below to administer an Oral Reading Record:

- When possible allow student to read from authentic text
- Copy the passage the student will read for your use (if desired)
- Mark a ✓ for each word read correctly
- Write a substituted word above the correct word
- Write any attempt that is wrong above the word attempted
- Write *SC* above a word where child self-corrects
- Circle any omitted word
- Mark *and the inserted words* if reader adds words
- Mark "T" if you have to tell a word
- *R2 or R3* for repetitions

Self-correction and repetitions are not counted as errors. More than one exact miscue is counted as only one error. Inability to pronounce a proper noun is not an error.

Scoring:

- Add errors
- Notice patterns of errors, mark with M, S, or V
- Subtract the number of errors from the number of words read
- Divide that number by the total number of words:
 $100 - 5 = 95$
 $95 \div 100 = .95$ or 95%
- Less than 90% means that the reader needs more support with the text or easier text for practice
- 90-94% means that the reader is about average in his/her reading development and is ready to focus on literary elements
- 95 -100% means that the reader is proficient with the text and should be able to answer "thinking" questions

Take notice of the pattern of errors and how they were coded (M S, V). The results will indicate which cueing strategies that particular reader should be directed to develop.

Allow 7- 10 minutes for each Oral Reading Record. As the teacher's proficiency and comfort levels with the activity increases, time will be shortened.

To practice an Oral Reading Record:

- Use the *Reading and Writing Grade by Grade CD*
- Open Self-Monitoring and Self-Correcting tab
- Open Andrea's tab
- View a Running Record

Exercise 2C: What is an anecdotal record? What information should be recorded?

45 minutes

Anecdotal records are an important part of instruction and evaluation. They are a written record based on observations of a student's social, emotional, physical, aesthetic, and cognitive development. The collection of observable data and analysis can be very helpful in assessing development over time. Some rules of thumb to follow are:

1. Be brief and focused
2. Be objective
3. Be positive
4. Present clear snapshots of behavior
5. Be taken at various times during the year

Anecdotal record collection may be handled through one or more of the following techniques:

1. Observation
2. Recollection (interview or rating scale)
3. Review of records
4. Review of test or other assessment data

Observation can provide highly accurate and detailed information about a student's performance either by systematic or nonsystematic procedures.

- Systematic observation: gathers data on one or more specific behaviors, noting frequency, magnitude and/or duration of the behavior. Comparisons may be made to a normative or absolute standard.
- Nonsystematic observation: gathers information from the environment and notes characteristics, behaviors, and interactions that seem significant.

Recollection involves interviews, surveys, or rating scales. (See LP Assessment Handbook) Teachers or parents may be asked to recall observations or interpretations of student behavior and complete a survey, rating scale, or narrative account.

- Using Literacy Place surveys and questionnaires is an easy way to learn about a child's reading background.
- Use and adapt any or all of the surveys and questionnaires provided in the Literacy Place Assessment Handbooks.
 - Family Survey: (Use to discuss child's literacy background) Grade 1 and 2 Handbook, page 42 English, page 43 Spanish, Grade 3-6, page 40 English, page 41 Spanish
 - Conference Questionnaire: (Learn reading and writing interests, strategies, and concerns) Grades 1-2, Page 44, Grades 3-6, page 42
 - Conference Checklist: (Conference follow-up) Grade 1-2, page 45, Grades 3-6, page 43
 - Literacy Survey: (Interests and attitudes about reading and writing) Grades 1-2, page 46, Grades 3-6, page 44
 - Early Reading and Writing Survey: (Gives reading interests for entire class) Grades 1-2, page 47
 - Group Reading and Writing Survey: (Gives reading interest for entire class) Grades 3-6, page 45

Review of Records involves studying the existing information available on a student. There are generally five types of existing information:

1. School cumulative records
2. School database
3. Student products
4. Anecdotal records
5. Non-school records

Review of test or other assessment data involves gathering academic information from a student's educational experience. Standardized (Terra Nova, SRI as examples) and non-standardized testing should all fall under review when gathering this information.

The following websites may be helpful in helping you establish a record keeping system:

www.ncrel.org/sdrs/area/issues/methods/instrctn/in5lk.htm

<http://memory.loc.gov/ammem/ndlpedu/lessons/99/westnew/observe.html>

www.oise.utoronto.ca/~southopt/TES_Resources/Anecdotal_Rec_Examples2.html

Suggested Activities:

1. Using your Literacy Place Teacher Assessment Handbook, review and select one survey and complete it with your work partner.
2. Review and discuss what important information could be gathered from having students or parents complete this or other surveys.
3. Share and post one comment per group.
4. Select one survey and create an adapted version to more closely meet your needs.

15 minutes Break

Exercise 3 What other assessment tools are congruent with those found in Literacy Place? How is the information gathered from the DRA helpful in literacy instruction?

The Developmental Reading Assessment (DRA) helps teachers achieve the goal of helping students to become more proficient readers by providing a method of assessing and documenting primary students' development as readers over time within a literature-based instructional reading program.

Teacher Resource Guide, Developmental Reading Assessment

30 minutes

Using your DRA Teacher Resource Guide, review the following:

- Introduction, page 4
- Assessment that Drives Instruction, pages 6-8
- Conference Format, pages 18-19

Discuss with your partner:

- What are the connections between DRA and Literacy Place?
- How do the philosophies of DRA, LP, and DoDEA compliment each other?
- How is DRA a natural fit into the Literacy Place classroom?
- How will the DRA Continuum help me to determine individualized instruction?
- List and discuss the phases or stages of the Continuum and their characteristics.

Report out on your findings.

15 minutes Q & A

Close