



LANGUAGE DIVERSITY AND LITERACY DEVELOPMENT RESEARCH GROUP
increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

LANGUAGE DIVERSITY & LITERACY DEVELOPMENT: LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS ACHIEVEMENT IN MIDDLE SCHOOLS

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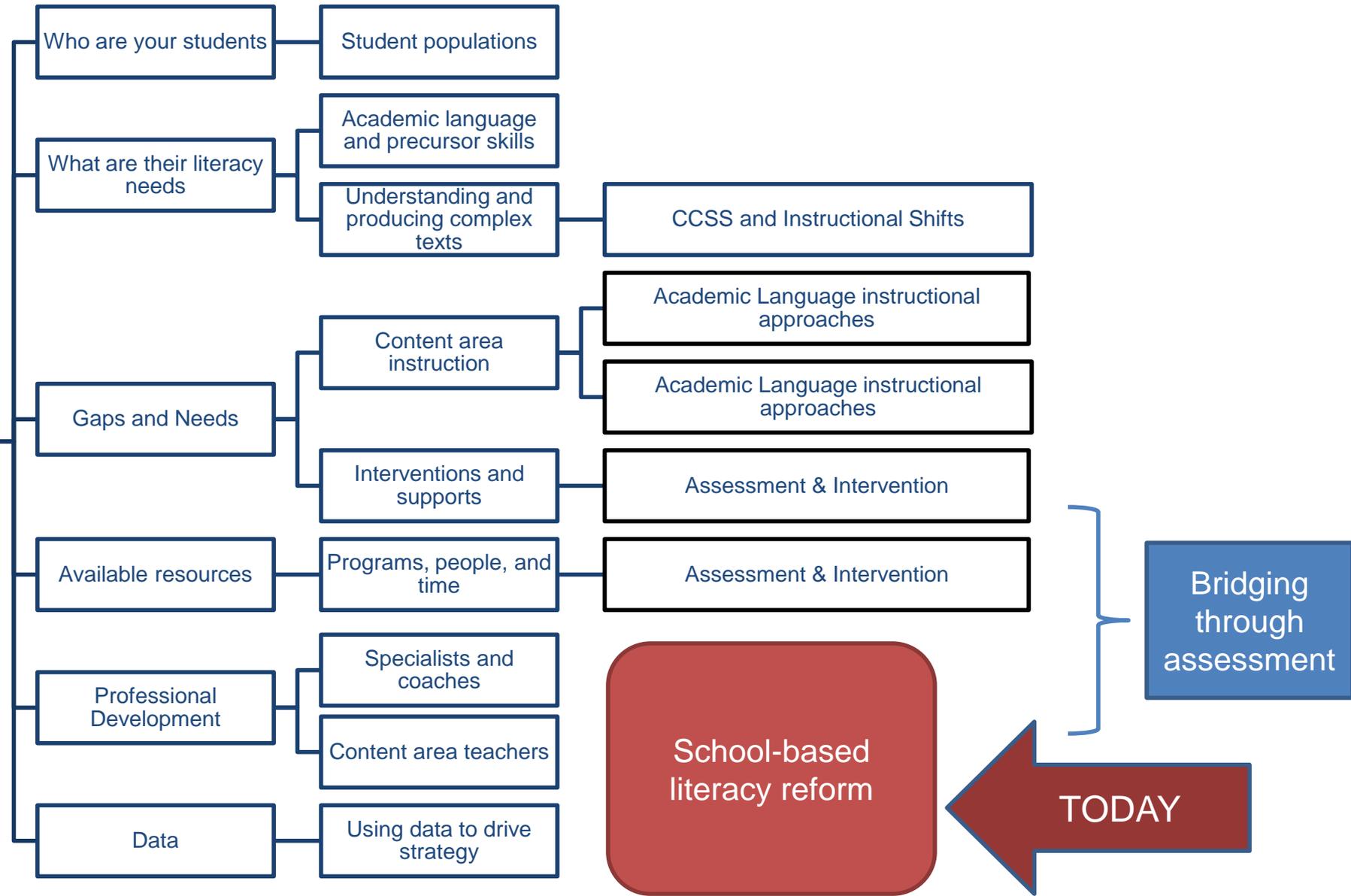
May 23, 2014

Today's Agenda

- 9.30 a.m. Welcome, Today's Session
- 9.45 a.m. Leading Data-Driven Instruction
 - Returning to the Promise Academy: A Case Example
- 11.00 a.m. Capstone Presentation preparation
- (Lunch will be provided)
- 12.30 p.m. Capstone Presentations
- 2.30 p.m. Institute Closing

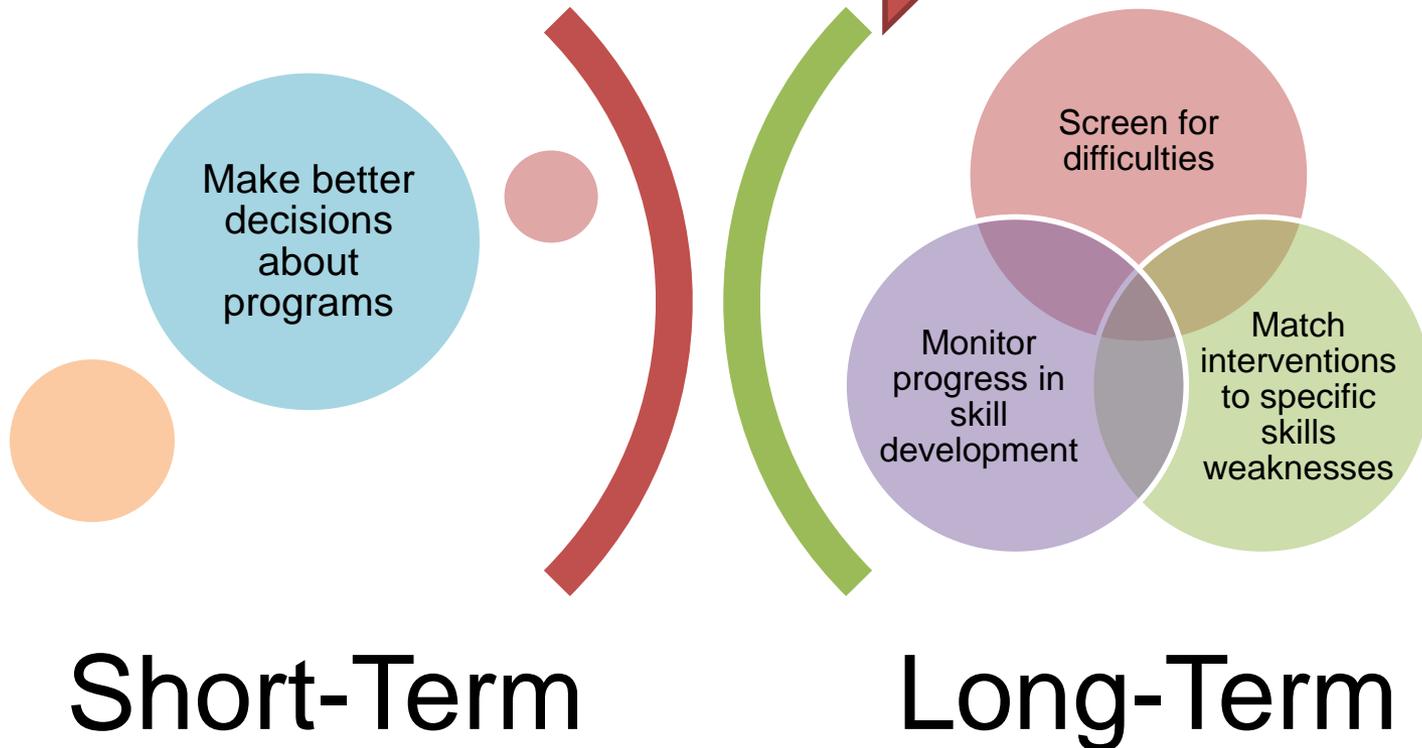
Instructional Improvement: Plan to Action

Blueprint



Getting to More Effective Intervention: Short-Term & Longer-Term Strategies

Moving toward a long-term strategy

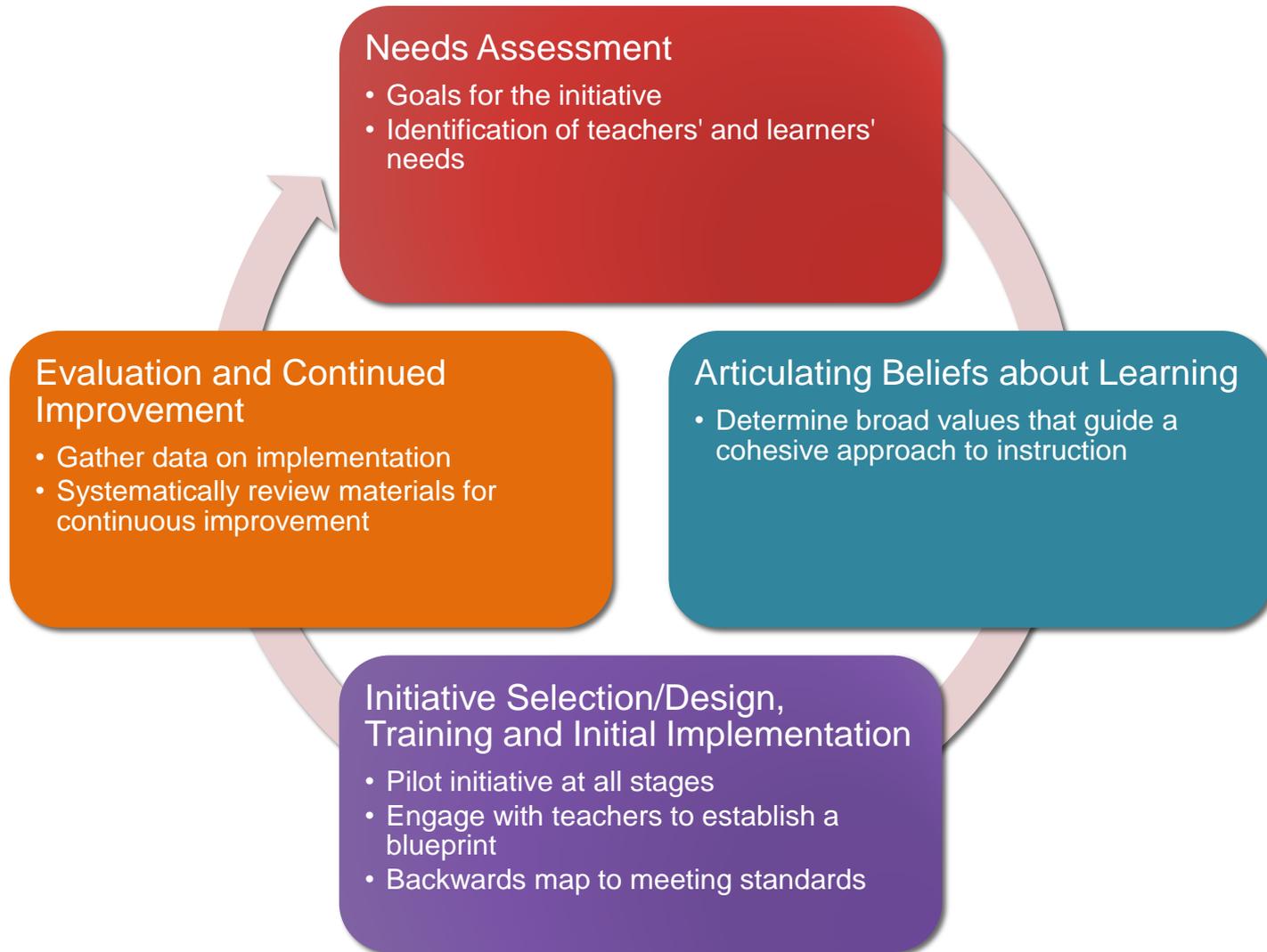


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REVISITING PROMISE ACADEMY

Instructional Improvement: A School-Level Cycle



Step 1

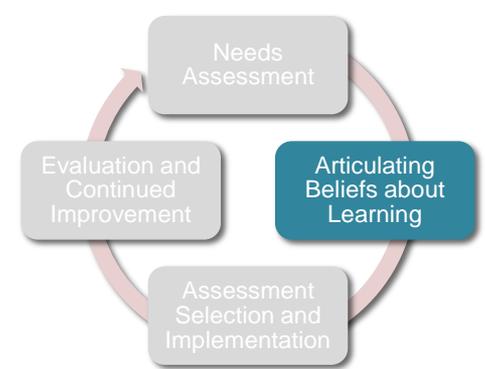
The leadership team identified a mismatch:

Stagnant scores on the state standardized assessment

Information on the causes of learning breakdown



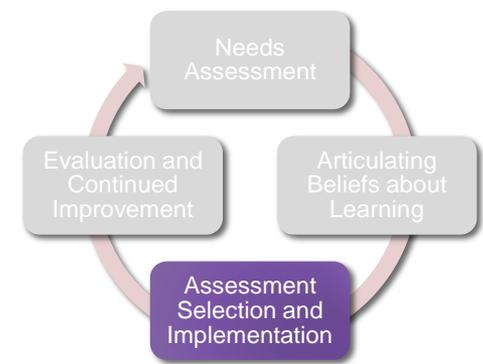
Step 2



The team articulated their beliefs about learning:

- “Learning occurs best when instruction is matched to learner’s needs”

Step 3



Part 1

Revised screening battery and schedule

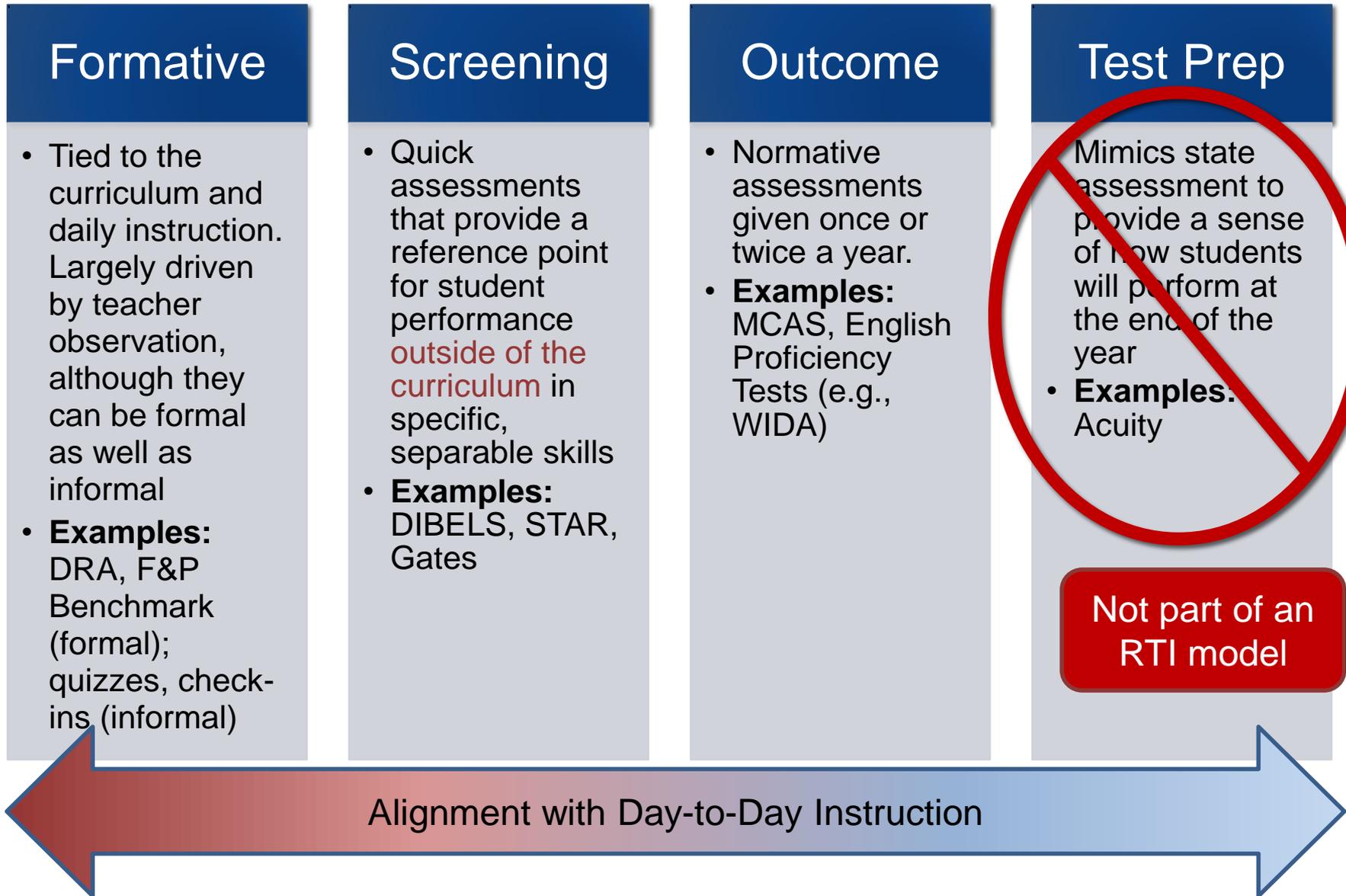
Part 2

Clear data systems for reporting and sharing scores

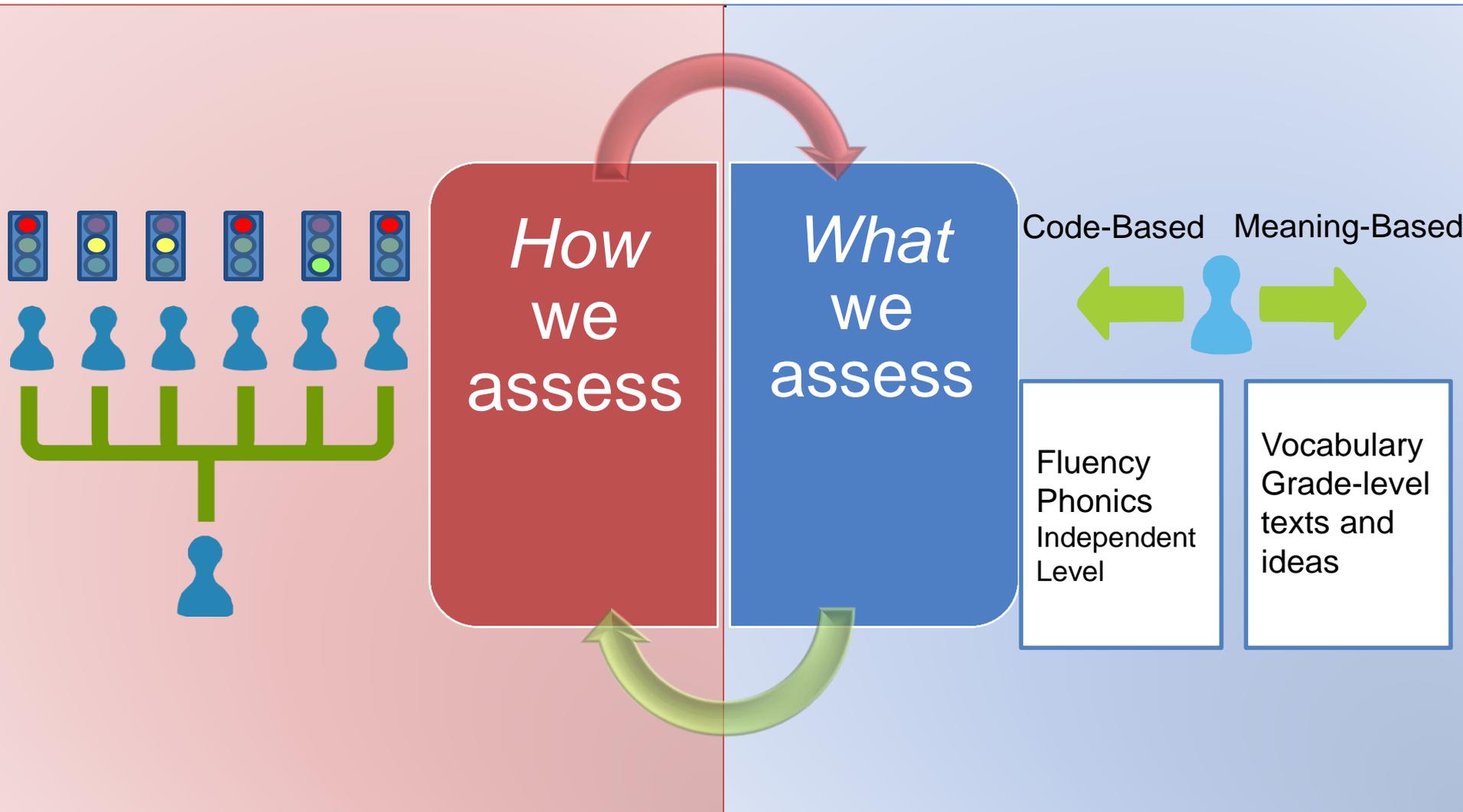
Part 3

Blueprint for daily instruction

Four Assessment Types within a System



The **HOW** and the **WHAT** of Assessment



What is Happening in Your Schools?: Create your own inventory



Assessment Types

Use the chart below to help you identify the assessment types in your school.

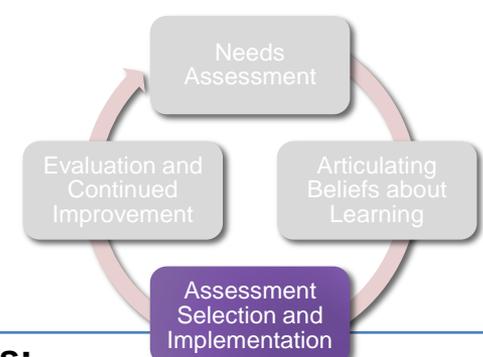
		Overview		
		Characteristics	What it Can Do	What it Cannot Do
Assessment Type	Formative	Driven by teacher observation and review of authentic reading and writing tasks	<input checked="" type="checkbox"/> Provide information on individual's overall strengths and weaknesses <input checked="" type="checkbox"/> Identify students' instructional level <input checked="" type="checkbox"/> Inform instructional groupings <input checked="" type="checkbox"/> Inform lesson planning <input checked="" type="checkbox"/> Gauge immediate learning and interest	<input checked="" type="checkbox"/> Predict future reading difficulties <input checked="" type="checkbox"/> Compare students' performance to standards of achievement and mastery held across the country <input checked="" type="checkbox"/> Identify profiles of risk in specific literacy sub-skills
	Screeners	Quick assessment that identifies student risk for developing reading difficulties in specific literacy skills	<input checked="" type="checkbox"/> Create reader profiles that specify risks in specific literacy skills <input checked="" type="checkbox"/> Provide a picture of greatest instructional needs across a classroom <input checked="" type="checkbox"/> Compare students' performance to standards of achievement and mastery held across the country <input checked="" type="checkbox"/> Predict future reading difficulties	<input checked="" type="checkbox"/> Identify the specific causes of reading difficulties or diagnostic information for intervention (i.e., signals problem but does not prescribe treatment)
	Outcome	Standardized tests given by state to measure achievement in broad domains.	<input checked="" type="checkbox"/> Provide information on achievement in a broad domain	<input checked="" type="checkbox"/> Inform intervention
	Test Prep	Tests marketed for their ability to predict results on state tests	<input checked="" type="checkbox"/> Estimate skills on some of the domains	<input checked="" type="checkbox"/> Provide information about a student's instructional needs

Categorizing Assessments

Assessment Name	Type	Progress Monitoring?	Notes: (How determination of type was made)
	<input type="checkbox"/> Formative <input type="checkbox"/> Screening <input type="checkbox"/> Outcome <input type="checkbox"/> Test Prep	<input type="checkbox"/> Used to monitor progress <input type="checkbox"/> NOT used to monitor progress	
	<input type="checkbox"/> Formative <input type="checkbox"/> Screening <input type="checkbox"/> Outcome <input type="checkbox"/> Test Prep	<input type="checkbox"/> Used to monitor progress <input type="checkbox"/> NOT used to monitor progress	
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Module pages 10 & 11

Your Task:



Assessment Name	<input checked="" type="checkbox"/> Type	<input checked="" type="checkbox"/> Progress Monitoring?	Notes: (How determination of type was made)
	<input type="checkbox"/> Formative <input type="checkbox"/> Screening <input type="checkbox"/> Outcome <input type="checkbox"/> Test Prep	<input type="checkbox"/> Used to monitor progress <input type="checkbox"/> NOT used to monitor progress	

Implementing a RTI Model to Support **ELLs** Academic Achievement 2013

Categorizing Assessments

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Determine the categories of the assessments for your school, using the assessment inventory.

We will circulate to answer questions about assessments and help you with this task. You can also utilize the expertise of your group.

Assessment Types at your School



What did you notice about assessment types at your school?



What are the patterns? What are your areas of need?

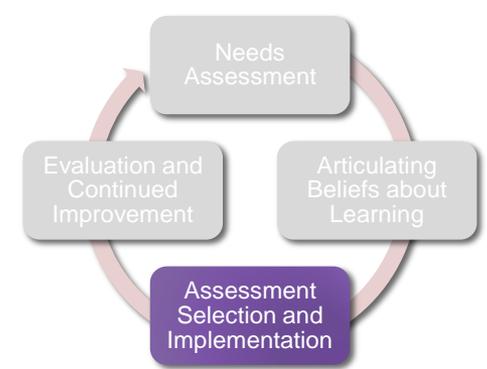
Time: An Essential Element



Schools need an assessment calendar that includes screening assessments

- These mandated assessments should take no more than 25 hours away from instruction per year:
 - 20 hours for code-based measures
 - 5 hours for meaning-based measures

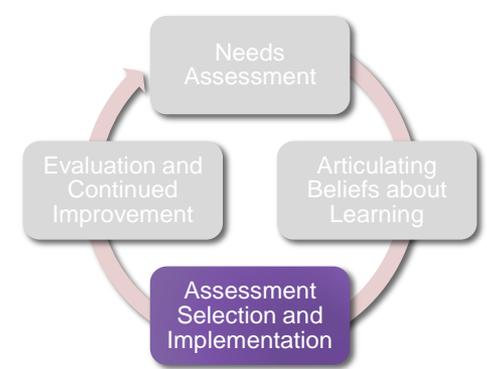
An Assessment Blueprint: Time on Screening Measures



	New York Requirements	Professional Guidelines	Recommended Professional MAX
Code-Based Screening	1 Class Period Per Year (no distinction between code and meaning)	<ul style="list-style-type: none"> • Frequency: 2 assessments per year (i.e., September, June) OR 1 per year, with follow-up for strugglers • Duration: About 5 minutes (or less) per student 	<ul style="list-style-type: none"> • Frequency: 3 assessments per year • Duration: About 5 minutes (or less) per student
Meaning-Based Screening		<ul style="list-style-type: none"> • Frequency: 2 assessments per year (i.e., September, February) • Duration: 1 hour per administration, whole-class 	<ul style="list-style-type: none"> • Frequency: 3 assessments per year • Duration: 1 hour per administration, whole-class

Time Budgeted for Universal Screening

1. Write in each assessment used by your grade level or team
2. Note how long it takes to administer, and whether it is group or individual administration
3. How many students are involved?
4. How often is the Assessment given in a year?
5. What is the total time spent on Assessment?

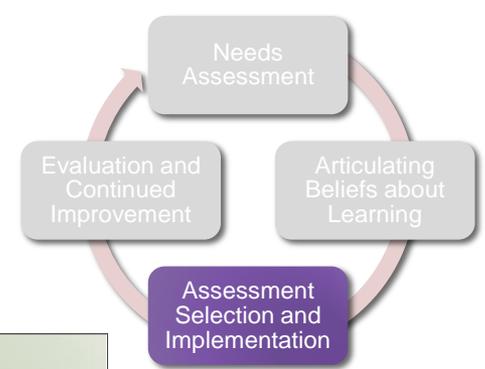


Inventory of Time Budgeted for Assessment School-Wide

How much time is spent on assessment across the school? Discuss the total time spent on administration with your colleagues. If there are slight differences between two classrooms at the same grade-level, based primarily on differences in the number of students, write down the middle number of hours. As a group, record how many hours are spent for each grade to create a school-wide record.

Grade	Total Time on Assessment Administration:
Sixth Grade	
Seventh Grade	
Eighth Grade	

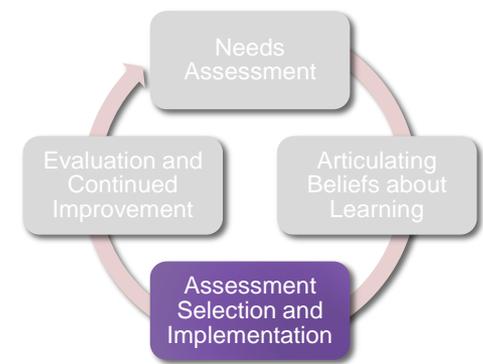
For Discussion:



Are we spending the right amount of time on assessment? Too much? Too little?

Are adjustments needed? If so, how might we change or adapt current practices to create a stronger assessment system?

Promise Academy's Updated Assessment System

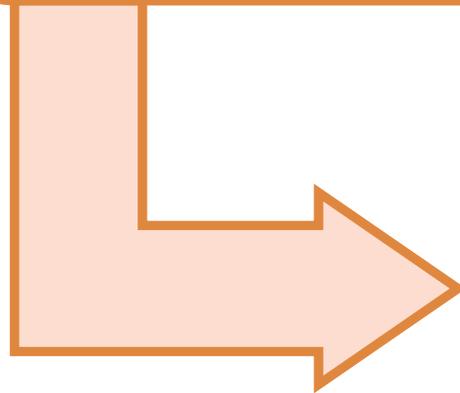


Type	Assessment Given	Testing Timetable
Screening (Quick assessment that identifies student risk for developing reading difficulties in specific literacy skills.)	Meaning-Based: Gates-MacGinitie Code-Based: TOWRE-2	2x per year in September and June
Formative (Driven by teacher observation and review of authentic reading and writing tasks.)	-Frequent teacher designed unit quizzes, tests -Occasional running records	Daily to inform instruction
Outcome (Standardized tests given by state to measure achievement in broad domains.)	-State test	Once at the end of the school year.
Test Prep (Tests marketed for their ability to predict results on state tests.)		

Step 4



The leadership team was pleased with the tighter match of instruction to demonstrated student needs



The school still struggled with monitoring progress of students receiving intervention

Connecting to the Case Study Students



David

- SIFE
- Limited schooling in the DR



Marcia

- Midterm ELL
- 4 years; K- 2nd in Puerto Rico



Josie

- Longterm ELL
- Parents immigrated from Haiti
- been in NYC schools from kindergarten



Anthony

- English only struggler
- Repeating 8th grade



Soojin

- New Arrival
- Excellent academic performance in Korea; social anxiety

Screening: Marcia and Josie

Both scored above benchmark in fluency, but well below benchmark in comprehension and vocabulary

Midterm
ELL



Longterm
ELL



Both students require support in vocabulary, comprehension, and academic language throughout the day.

Data Systems: Anthony

Anthony had insufficient word reading skills, but was not receiving intervention services specific to this need



Struggling
monolingual

Anthony was connected with a systematic phonics intervention 3 times per week for 45 minutes per session. He also needed the emphasis on language and meaning in his regular classes.

Supporting Newcomers: David and Soojin

Soojin participated in the regular screening battery;
David participated in a specialized battery designed for
beginning readers (Gates MacGinitie BR)

A portrait of a young Black boy with short hair, looking directly at the camera. The image is overlaid with a semi-transparent blue filter.

SIFE

A portrait of a young woman with long, dark, wavy hair and bangs, looking directly at the camera. The image is overlaid with a semi-transparent blue filter.

Newcomer
with strong
academics
in L1

Systems can be flexible to meet the needs of students. Special populations of students require careful follow-up and monitoring.

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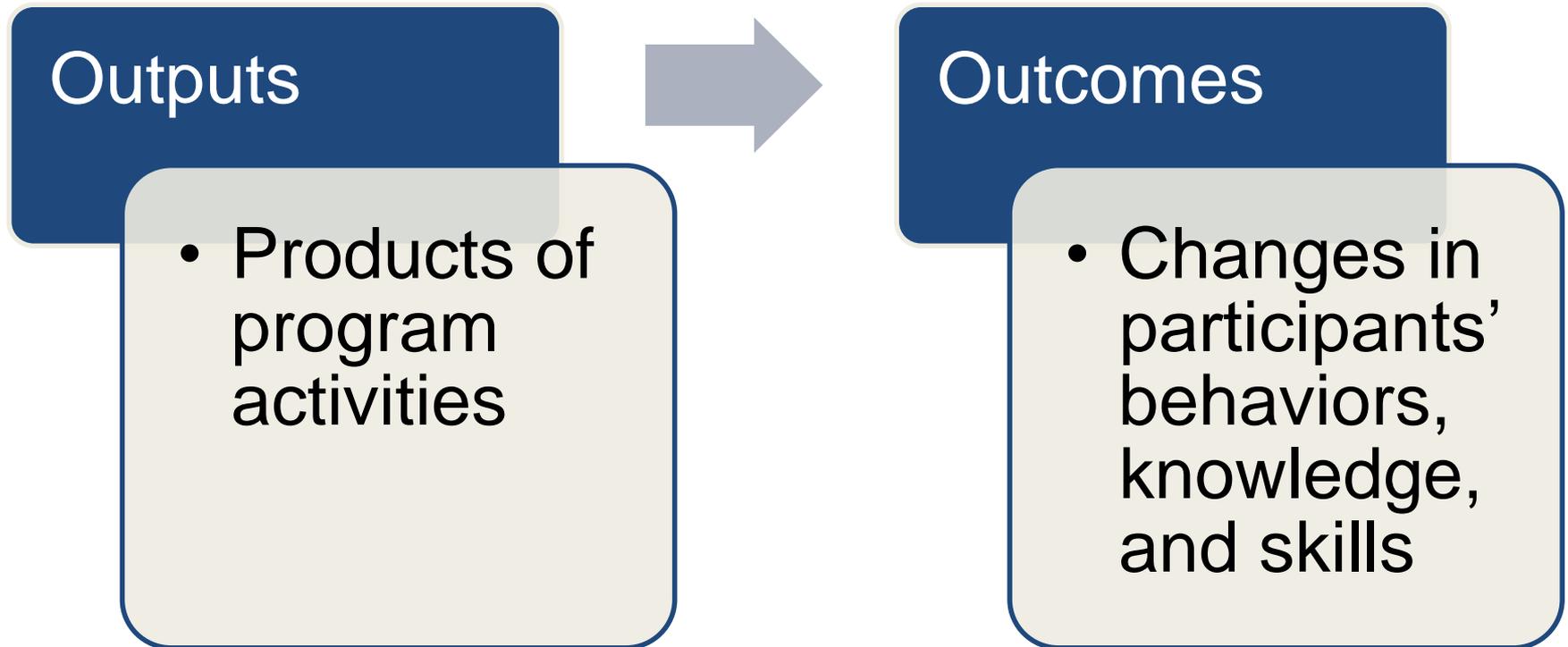
INSTITUTE CLOSING

Going Forward

- Reading “level” is not static: students read more fluently (accurately) when they are familiar with the topic and genre
 - Ability varies as a function scaffolding, including other learning tasks connected to the text
- Students need an instructional environment that supports reading **complex text**, rather than assuming they are too difficult
- Promoting language, knowledge, and comprehension must be done ***across the day***
- Difficulties with decoding skills can be addressed in small-group intervention

Three Key Distinctions

1. Skills/Competencies vs. Performances
2. Code vs. Meaning
3. Outputs vs. Outcomes



Considerations & Pitfalls

Not enough detail/specificity; too big picture.

- Dosage and other features of implementation are not included.

Doesn't reflect time, i.e., the sustained focus of the effort.

Doesn't differentiate between short- and long-term goals and corresponding outcomes.

- Jumps from activities to long-term outcomes.

Is not clearly linked to students' demonstrated needs

Is fixed and unchanging—you'll need mid-course corrections

Institute Overview

