

Recommendations for Classroom Management During the ECLAS-2 Administration

Successful administration of ECLAS-2 depends largely upon an effective classroom management model.

Teacher Preparation:

- Before you begin the assessment, try to become thoroughly familiar with the ECLAS-2 materials, and the sample notations in the Teacher's Guide.
- If possible, use grade conferences to practice administration (role play). This is a good way to become comfortable with the assessment.
- Administrators, coaches, and teachers may wish to plan the administration jointly.
- Consult the Flow Chart on page 8 of the Teacher's Guide to plan your time most effectively and efficiently.
- Schedule the longest individual activities (Reading Accuracy and Reading Comprehension) when there is the greatest block of uninterrupted time.
- Think about possible places where the assessment could be conducted (a quiet corner or designated spot).
- Keep all of the materials handy.

Kit Group Activities:

- Kit group activities are designed to be administered to either the entire class or to smaller groups.
- If you do not wish to assess the entire class at one time, use the groups you have formed for guided reading (balanced literacy approach), and administer the activities during the literacy block or at any time throughout the day when children are working independently or in groups for at least 10-15 minutes.
- When assessing students on the written group activities, walk around the room to make sure that they are at the proper place on the page and that they are working productively.
- The Listening and Writing Strand works nicely as a whole class activity. Children who have been read to on a daily basis will be comfortable listening and responding to material that may be above their own reading level.

Kit Individual Activities:

- Some of the individual activities are appropriate to administer during the literacy block and others outside the literacy block, while students are engaged in independent reading or buddy reading.
- Identify times throughout the day when students are engaged in independent activities (learning centers, writing workshop, etc.) and pre-plan for individual tasks during these times.
- Take advantage of any 5 or 10 minute period when you may be able to assess one child in a quick activity—transitional times such as dismissal time, lining up for lunch, or snack time, etc. Refer to the Flow Chart on page 8 of the Teacher’s Guide for the time required for each subskill.
- Teachers may meet individually with a student during the independent or small group activity time in the literacy block. At this time, students not being assessed will be engaged in practicing the skills taught in earlier mini-lessons such as independent writing, literature circles, reading leveled books, etc.
- If possible, schedule school personnel—coaches, resource room teachers, reading specialists, cluster teachers, paraprofessionals or aides—to provide coverage for the class while the teacher assesses individual children.
- Team teach—share students part of the day with another teacher.
- Brainstorm with colleagues about particular strategies they have found useful in successful classroom management.

Classroom Arranged for Success:

- Provide a variety of learning centers located throughout the classroom.
- Make sure that the centers are supplied with the necessary materials for students to work independently.
- Make sure that the students understand the rules and routines associated with each center.
- Change centers from time to time in order for students to have an opportunity to practice the skills they need for their current work. Centers can also be changed to accommodate thematic lessons and projects or can be rearranged and/or moved within the classroom.