**Session 9: Getting to Know Your Students— Assessments**

Goals and Outcomes

Overarching Objectives of the August 2014 Network Team Institute

* Participants will be able to explain the significance of starting instruction with the most frequent or least ambiguous sounds.
* Participants will be able to identify ways the Listening and Learning strand supports children’s comprehension and background knowledge.
* Participants will be able to identify evidence of quality practice within the implementation of the Listening and Learning strand.
* Participants will be able to identify the instructional and support materials (e.g., cards, posters) required for Skills strand implementation.
* Participants will be able to identify evidence of quality practice within the implementation of the Skills Strand.
* Participants will be able to articulate the assessment procedures and the purpose of tools they will encounter in the first 60 days of instruction.
* Participants will identify the factors involved when considering flexible grouping options.

**High-Level Purpose of this Session**

* Participants will become familiar with the key placement assessments for their grade-level and will work in grade-level pairs to practice administering and scoring the most commonly used of these assessments. Participants will examine and interpret case-study scores on initial placement tests for multiple case studies to create a recommended initial unit of instruction.

**Related Learning Experiences**

This two day training is designed as a curricular kick-off to support instructional leadership teams and teachers who plan on implementing Core Knowledge Language Arts (CKLA) in the coming school year. While this training module is a new launch, individuals who have participated in previous CKLA sessions can use this as an opportunity to reground in the content. This module will not extend beyond the content of previous trainings.

During the first day of training, participants will develop a deep understanding of the guiding instructional design principles around which the two strands of CKLA (Listening & Learning and Skills) were created. “Lessons learned” from the field will also be shared, and participants will have an opportunity to reflect as a team on the instructional implications. Participants will also have an opportunity to review materials of the Listening & Learning strand and see implementation in action. The second day will orient participants to the Skills strand of the CKLA. Participants will have an opportunity to use materials, curricular lesson types, and support tools critical to high-quality implementation (including tools for assessment, placement, grouping, and monitoring of students). Finally, participants will be provided resources to facilitate home-to-school connections about CKLA. This includes a turnkey presentation for a back-to-school night, answers to key frequently asked questions, and a highlight of embedded curricular materials to support connections between the home and classroom.

**Session Outcomes**

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| **What do we want participants to be able to do as a result of this session?** | **How will we know that they are able to do this?** |
| In this session participants will be able to articulate the assessment procedures and the purpose of tools they will encounter in the first 60 days of instruction. | * Participants will demonstrate understandings through discussion around case studies. |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator’s Preparation** |
| Section 1: Review the Assessments for initial planning and Grouping | **25 min** | Instructors will provide an orientation to the assessments and how they are similar and/or different across the grades. | * August2014\_ Session9\_\_PlacementAssessments\_Overview |  |
| Section 2: Case Study | **35 min** | Instructors will provide participants grade-level case studies. | Handouts:   1. August2014\_Session9\_PlacementAssessments\_CaseStudyKindergarten 2. August2014\_Session9\_PlacementAssessments\_CaseStudyGrade1 3. August2014\_Session9\_\_PlacementAssessments\_CaseStudyGrade2   *For Facilitators Only:* Answer Keys for the Case Studies:   1. August2014\_Session9\_\_PlacementAssessments\_CaseStudyKindergarten\_AnswerKey 2. August2014\_Session9\_\_PlacementAssessments\_CaseStudyGrade1\_AnswerKey 3. August2014\_Session9\_\_PlacementAssessments\_CaseStudyGrade2\_AnswerKey | Facilitators should work through the case studies prior to presenting in order to know how to support participants in problem-solving. |

Session Roadmap

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| **Section 1: Review the Assessments** | **Time: 25 minutes** |
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There may be replacement pages for both Teacher’s Guides and Student workbooks. * Replacement packets are posted with the corresponding unit materials. | WG | |  | Slide 6 | **Key Points:**   * In preparation for administration of CKLA assessments, it is important to preview and collect materials needed. This helps to streamline time management as some tests are to be administered whole group and other tests are to be administered individually over the course of several lessons. * The teacher’s guide will provide the instructions for administration, the actual assessment, the targeted specialized class record summary sheet, and the answer keys. * The student workbook will include the individual copies of the student assessment and the copy of the student record sheet. |  | |  | Slide 7 | **Key Points:**   * In Kindergarten Skills Unit, the first assessments you will encounter are pretests. * They are administered whole group. * They are more of a probe, intended to help you determine what students already know. * Use the pretests to establish benchmarks against which you can determine students progress. |  | |  | Slide 9 | **Key Point:**  Two key assessments in K that are optional: Letter name and letter sound. Only given at the discretion of teachers |  | |  | Slide 6 | **Key Points:**   * Flow charts are provided to help you visualize the order of assessments. * The chart will include the titles of the assessments, and the below and above benchmark score levels that provide guidance for the next assessment to administer. * The progression of assessments leads from the highest level a child can reach to indicate outstanding preparation for their grade to a problem-solving approach to backtrack to the earliest points of weakness within a child’s code knowledge and instructional level. | WG | |  | Slide 11 | **Key Point:**  In Kindergarten, students will be given word recognition and word reading tests at the end of each unit based on the sound spelling correspondences taught within that unit. | WG | |  | Slide 12 | **Key Points:**   * The Word Recognition Assessment begins in Kindergarten, Unit 3 and then is administered in every end-of-unit assessment after that. * In Grade 1 it is the first placement test administered. * In Grade 2, it is only administered if the student falls below benchmark for the story comprehensions tests. * In grades K and 1, the assessment is administered whole group, in second grade it is administered individually**.** |  | |  | Slide 13 | **Key Points:**   * When scoring the Word Recognition Assessment, utilize CKLA individualized student score sheets to record student results and your detailed notes. * In kindergarten, the assessments are not cumulative, but unit level * In the First and second grades, the score sheets are specifically designed to align assessment items with the evaluation tool to reflect the earliest point and location of the instruction within the skills scope and sequence * This aides in the evaluate students for grouping and placement. |  | |  | Slide 15 | **Key Points:**   * This assessment is not timed and does not test fluency. Rather it asks children to read a passage, or a number of passages, that are decodable text and answer text based, literal questions, on the text. * The focus is whether thetext could be decoded andunderstood at a rudimentary level. * The story comprehension selection is given to students to read silently and then answer comprehension questions independently. * The Story Comprehension Assessment should be scored as soon as possible to determine which students will continue with the next assessment. * If/when students do not successfully complete a Story Reading Assessment, those students will receive an individually administered Word Reading Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. | WG | |  | Slide 16 | **Key Points:**   * When students reach benchmark for a story comprehension selection, they move on to a more complex one. They would move from the story Snacks to Prince Vincent to The Beach. * If students do not reach benchmark for either Snacks or Prince Vincent, they do not move on to the next story, the teacher administers the word recognition assessment. | WG | |  | Slide 17 | **Key Points:**   * The Pseudoword assessment is only given in first and second grade if there seems to be difficulty with connected text and word recognition/word reading. * This assessment provides a stringent look at children’s code knowledge, as it presents the code in predictable spelling patterns, but through non-words. * The design of the test allows for detailed problem solving about which spelling-sound patterns lack automaticity. * Children who struggle on this test have often not internalized the code sufficiently for application in connected text or in making ‘fine’ distinctions among words (as is necessary for the word recognition /word reading tests). * This test is not given in K, typically. However, if you believe you have a very advanced child- potentially one who comes in almost at a first grade level- this is a good test to give. You can give the Pseudoword test from the end of K (or beginning of first grade). This allows you to distinguish children who truly have automatic knowledge of the spelling-sound patterns that will be taught in K, versus those children who come in with strong contextual skills (i.e., can read books but are using varied cues and lack explicit code knowledge). | WG | |  | Slide 18 | **Key Points:**   * The Code Knowledge Diagnostic Assessment pinpoints specific letter-sound correspondences that students have not yet mastered * In this assessment administered one-on-one, students are asked to identify 35 sounds. * Scores of 22 or less on rows 1-5 and/or scores on rows 1-7 suggest weak letter/sound knowledge. * A detailed record sheet identifies specific errors. | WG | |  | Slide 19 | **Key Points:**   * In this session, we have only covered the assessments you will encounter in the first sixty days of instruction. * Throughout the year, and the units, there will be spelling tests, test for punctuation, and fluency assessments. | WG | | |

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| **Section 2: Case Study** | **Time: 35 minutes** |
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Turnkey Materials Provided:

August2014\_ Session9\_PlacementAssessments\_PPT