

**Ohio Resource Center 4/09/09 ELA Webcast
“A Closer Look at Ohio’s Reading Achievement Tests:
Using Data to Inform Instruction”**

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Before, During, and After: Suggestions for Viewing and Dialoguing About the Webcast

Webcast 3: *A Closer Look at Ohio's Reading Achievement Tests: Using Data to Inform Instruction*

Series: *Fostering Student Success on the OAT-Reading, Grades 5-7: Reading and Writing Informational Text.* This series consists of three webcasts designed to support grades 5-7 English Language Arts and reading teachers who want to enhance their instruction and improve student performance in the classroom and on the Ohio Achievement Test (OAT).

Panelists:

- Jessica Cynkar, English Language Arts Teacher, Olentangy Local Schools
- Betty Jo Malchesky, Curriculum Specialist, Willoughby-Eastlake Schools
- Susan Massey, English Language Arts Consultant, Ohio Department of Education

Moderator: Sheila Cattlebury, Reading Content Specialist, Ohio Resource Center for Mathematics, Science, and Reading

Description: In this webcast, panelists examine performance data from previous OAT-Reading assessments as an important means of making instructional decisions. Key test taking practices and techniques to help students boost their achievement are explored.

Suggested Viewing Tips: This webcast will afford greatest benefit to those who are able to view the webcast in a group setting, thus maximizing an opportunity to initiate, or continue, professional dialogue and planning efforts regarding students' literacy achievement.

The following approach engages the members of a group viewing the webcast by initiating discussions and utilizing active listening techniques:

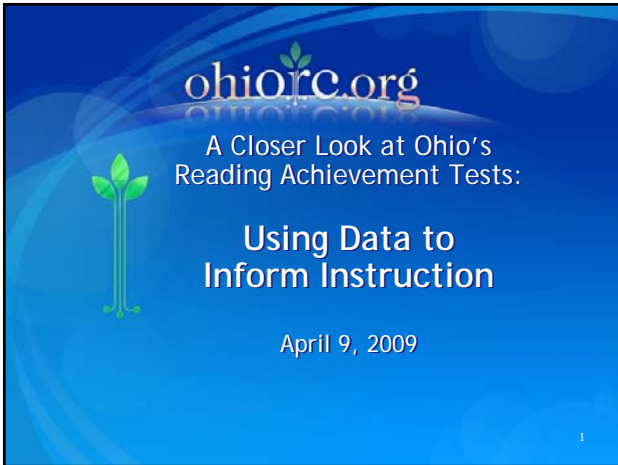
- Before viewing:*** Engage in a brief discussion with colleagues to determine what sources of data are available to you / your school and how that data is shared, interpreted, and utilized—on an ongoing basis—to enhance student performance and learning.
- While viewing:*** Make notes about significant ideas and suggested strategies using the PowerPoint notes pages that you wish to discuss or try out later.
- After viewing:*** Discuss new information and ideas for effectively applying data to instruction gleaned from the panelists' discussion as well as possible next steps.

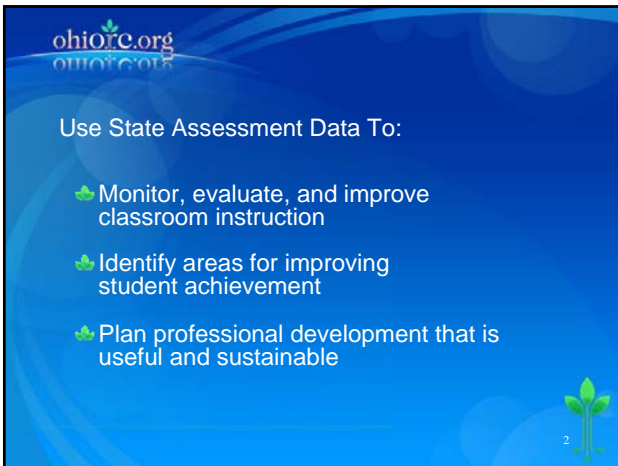
Before Viewing: Anticipation Guide

Instructions:

- Before viewing the webcast, mark whether you agree or disagree with each statement.
- After viewing the webcast, discuss each statement with your colleagues. Share whether you agree or disagree with each statement and give a rationale for your answers.

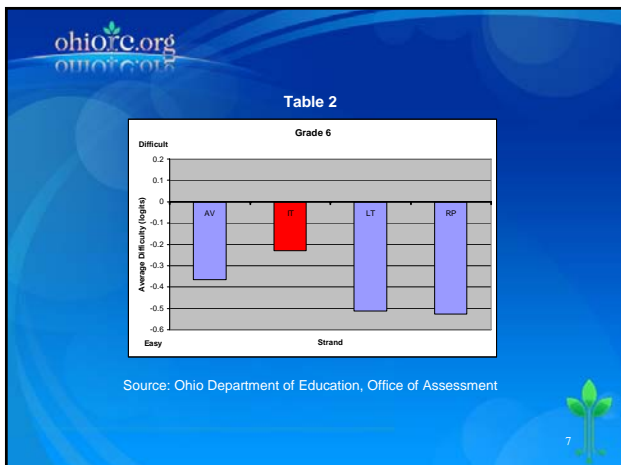
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Data from assessments are used to identify learning needs and guide instructional planning.				
2. Data from a variety of state and local measures are used to meet individual learning needs.				
3. School performance goals are developed based on student achievement data.				
4. School assessment results are shared and discussed regularly with multiple groups, including students, teachers, parents, and community members.				
5. Assessment data is gathered through systematic, ongoing, and well-aligned processes.				
6. Students are actively involved in the assessment process and understand what is expected of them.				

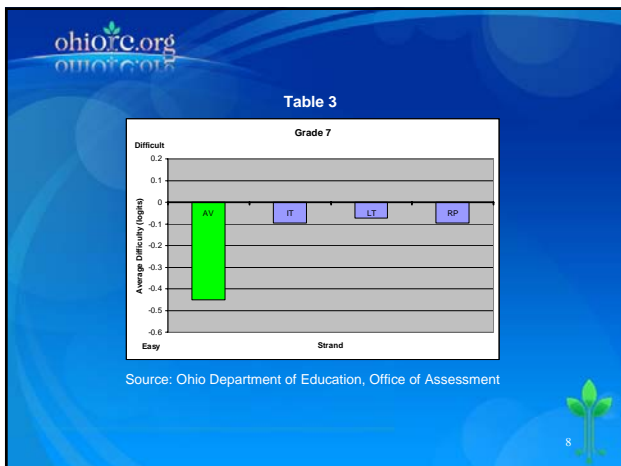






Strand	Average Difficulty (logits)
AV	-0.15
IT	0.05
LT	-0.25
RP	-0.20





Student's Learning Profile

- Reading level
- Fluency rate
- Content comprehension (listening vs. written)
- Self-monitoring during reading

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Students' Data Profile

1. Written comprehension *OAT * Quarterly Common Assessment
* Small Group Observation sheet
2. Reading Level * Running Records
Rigby benchmark books (K-5), QRI (6-12)
3. Reading Fluency * DIBELS (Gr. 1 - 8) *AIMSweb (Gr. 6 - 12)
4. Phonics/ Decoding * DSA (benchmark monitoring 3 x year)
High Frequency Words * Fundations Phonics Unit assessments
* Grade level HF word lists

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Data Driven Decisions

(Without Data, It's Just An Opinion!)

COURSE	FIRST	May 2008		FALL 2008 - Gr. 2	
		4 th Qtr. Comp. Assess. (75%)	DIBELS Fluency (50 WRC)	1st Quarter Comp. Assess. (75%)	Running Record GE (5 Month)
Reading 2	Samantha	76	60	78	2.5
Reading 2	Brandi	66	55	70	2
Reading 2	Cameron	87	55	75	2.5
Reading 2	Zakk	76	90	88	3
Reading 2	Megan	67	46	73	1.5
Reading 2	Brandon	100	98	95	3.8
Reading 2	Callin	100	101	81	3.5
Reading 2	Marissa	100	90	85	4
Reading 2	Samantha	93	49	81	3.5
Reading 2	Sara	67	70	81	3.8
Reading 2	Cody	76	54	64	1.8
Reading 2	Steven	76	45	75	1.7
Reading 2	Amee	94	67	88	3.7
Reading 2	Raymond	87	60	79	2.3

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Identifying Student's Strengths (and Need for Intervention)

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Reading Observation Track Sheet

Name	T- Target Skill:	T- Target Skill:	T- Target Skill:
	Infer Date: 4-5-09		
	(2) Deter/les T (2) Applic/T in reading (5) Applic/T in writing (1) Oral Reading - M, 5 coast/Fluency	(2) Deter/les T (2) Applic/T in reading (5) Applic/T in writing (1) Oral Reading - M, 5 coast/Fluency	(2) Deter/les T (2) Applic/T in reading (5) Applic/T in writing (1) Oral Reading - M, 5 coast/Fluency
James	✓	✓	✓
Hattie	✓		
Seth	✓	✓	✓
	TOTAL /10	TOTAL /10	TOTAL /10

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Sample Student Data Profile

Grade	Student	Reading level	Fluency	Comprehension	Does the student self-monitor their own reading on a daily basis?
8	John Doe	6.2 GE	90 wpm	69% reading 80% writing 83% math 70% science 63% soc. studies	no

Measured used in my district (Willoughby-Eastlake Schools) are:

- Reading level: McDougal-Littell cloze test (as a screener), ORI if below grade level on screener
- Fluency: Aimsweb
- Comprehension: Quarterly common assessment in Ohio test questioning format
- Self-Monitoring: Teacher progress monitoring observation sheet, tested on common assessment

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Using Similar Questions

- ✚ In the section titled **"Connecting the Empire,"** the messenger relay system was an example of cause and effect. Explain what the cause and effect is and how it benefited the Inca people. (OAT Released Item, Grade 6)
- ✚ On the river banks of the Nile River, home to some crocodiles, there are many kinds of birds, sometimes called crocodile birds because they are always hopping around crocodiles. The big crocodiles and the birds are useful to each other for several reasons. The birds eat flies and leeches that they find on the crocodiles' skin and mouths. In this way, the birds get a good meal, and the crocodiles get rid of the leeches and flies...


What words or phrases did the author use to signal the cause and effect relationships? (Jessica Cynkar, Grade 6)

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Using Data in the Classroom

- Provides feedback for teachers and students.
- Increases student motivation.
- Facilitates communication about learning.
- Promotes accountability.
- Provides evidence of learning.
- Supports planning and modification of instruction.




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As a Teacher, You Can Ask Yourself:

- What skill(s) should I focus on in small groups?
- What skill(s) should I focus on in whole group?



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<http://www.ohiorc.org/for/ela/>

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Post-Viewing Suggestions

- **Collaborate with colleagues to study student assessment data, compare results, and share effective instructional ideas.** Schedule periodic data meetings to review assessments and discuss student work. Be sure to examine samples of student work as part of this process.
- **Create tools to compile and synthesize data from multiple sources.** Use these tools to monitor students' learning, evaluate programs, and compare results across classrooms and schools.
- **Examine performance data from previous years to anticipate potential areas of difficulty.** By taking a proactive approach, educators can plan for professional development, make instructional adjustments, and modify intervention efforts before problems develop.
- **Involve students in the assessment process by using self- and peer-assessment techniques.** In doing so, students learn to assess their own work, recognize academic strengths and weaknesses, and make judgments about how to improve their performance.
- **Celebrate your successes—even small steps—to motivate and inspire educators.** Look closely at assessment results to gauge specific areas where the school is making progress and communicate that progress with other educators.

Using OAT Released Items to Create Questions for the Classroom: Examples for Informational Text Benchmark B

Informational, Technical and Persuasive Text Standard, Benchmark B

Recognize the difference between cause and effect and fact and opinion to analyze text.

I CAN STATEMENTS

"I can" statements help students understand the learning goals and appreciate their successes. Sample "I can" statements for Benchmark B:

- I can recognize cause and effect patterns in a text.
- I can identify cause and effect signal words in a text.
- I can recognize fact and opinion patterns in a text.
- I can analyze an example of cause and effect.
- I can identify fact and opinion signal words in a text.
- I can analyze an example of fact and opinion.

CAUSE AND EFFECT

Sample OAT Released Question

In the section titled "**Connecting the Empire**," the messenger relay system was an example of cause and effect. Explain what the cause and effect is and how it benefited the Inca people.

Write your answer in the **Answer Document**. (2 points) (Grade 6 Reading Achievement Test, March 2006, Item 39)

Teacher-Created Cause and Effect Questions

On the river banks of the Nile River, home to some crocodiles, there are many kinds of birds, sometimes called crocodile birds because they are always hopping around crocodiles. The big crocodiles and the birds are useful to each other for several reasons. The birds eat flies and leeches that they find on the crocodiles' skin and mouths. In this way, the birds get a good meal, and the crocodiles get rid of the leeches and flies. Sometimes an enemy frightens the birds who scream and fly away. As a result, of the noise, the birds give the crocodiles a warning of danger.

What words or phrases did the author use to signal the cause and effect relationships?

What were the results or outcomes caused by the crocodile birds?

Other question stems that may be used for helping students think about cause and effect relationships:

- What caused _____ to form?
- According to the selection, what might happen if we ????
- Why do... ?
- Explain what the cause and effect is and how it...
- What specific event(s) occurred? What happened?
- What was the cause(s) of the event?
- In what ways did prior event(s) cause or influence the main event?
- What was the effect(s) of the event?
- What were the results or outcomes cause by the event?
- What words or phrases did the author use to signal cause/effect relationships?

FACT AND OPINION

Sample OAT Released Questions

Which sentence from the selection states an opinion?

- A. "One of their five ships was lost during the journey."
- B. "What a happy day it was when the weary travelers docked in Virginia."
- C. "He gave his written assurance of assistance, but a deed to the land could not be transferred."
- D. "They traveled over the mountains to the small frontier town of Pittsburgh." (Grade 6 Reading Achievement Test, May 2007, Item 41)

Identify two factual details from the selection that support the author's positive evaluation of Ella Fitzgerald. (Grade 6 Reading Achievement Test, March 2006, Item 17)

"In Cuzco, each emperor built a magnificent palace filled with gold, silver, and other treasures." Which idea from the sentence above represents an opinion?

- A. Palaces were built in Cuzco.
- B. Every emperor built a palace.
- C. The imperial palaces were magnificent.
- D. The imperial palaces were filled with treasures. (Grade 6 Reading Achievement Test, March 2006, Item 35)

Teacher-Created Fact and Opinion Questions

Cats are incredible animals. There are many kinds of cats in the world. Some cats like lions and tigers weigh more than two hundred pounds. Housecats weigh twenty pounds or less. Even though cats are different sizes, they have several things in common. First, they all have whiskers. Whiskers are one of the neatest parts of the cat. They help the cat know how much space it has around it. Second, cats have fur. The fur can be many different colors. I think striped cats look the best. Third, cats have tails. It is fun to watch a cat chase its tail. These are just some of the things that make cats interesting animals. You should get a cat. They make the best pets!

Identify two factual details from the selection that support the author's positive evaluation of cats.

Which idea from the selection above represents an opinion?

Other question stems that may be used for helping students think about fact and opinion:

- Which statement is an opinion?
- What fact appears only in the graph?
- Which statement from the selection is an opinion?
- Which sentence from the selection states an opinion?
- Which idea from the sentence above represents an opinion?

Academic Progress Self-Evaluation

Student Name: _____ Date: _____

Projected 9-week Grade: _____

Areas of Strength:

1. _____

2. _____

3. _____

Areas in Need of Improvement:

1. _____

2. _____

3. _____

I want my teacher to help me do the following...

Student Goals

Three interesting things that I learned about me are...

1. _____

2. _____

3. _____

One thing that I am proudest of is...

My goal for the grading period is...

Therefore, I plan to focus on _____ during this grading period.

By: _____

I want my teacher to help me do the following...

Student Action Plan

Three interesting things that I learned about me are...

1. _____

2. _____

3. _____

One thing that I am proudest of is...

One thing that I need to work on is..._____

Therefore, I plan to focus on _____ during this grading period.

By: _____

I want my teacher to help me do the following...

Data Notebook Table of Contents

Instructions

- Update binder one (1) time a week or whatever works for your class.
- Conference with small groups one (1) time a month about their notebooks.

Notes on Collection

- only collect things that students can control
- can individualize for every student (e.g., behavior plan)
- student-led conferences
- signed contracts (e.g., code of conduct)
- grades / interims
- goals & action plan
 - weekly reflections
 - continuous improvement goals
 - individual goals and progress
- reflections & self-evaluation
- data collection forms

Items to Collect

- **Reading / Social Studies / Math / Science**
 - curriculum benchmark checklist (student-worded related to curriculum map)
 - record of writing projects
 - what I learned about being a writer
 - reading list
 - projects
 - pre-tests & post-tests
 - homework chart
- **Miscellaneous Items**
 - classroom / team rules – each student signs final version and adds a thumbprint (each student gets a copy of the signed rules for their notebook)
 - work samples
 - detention slips
 - graphs to show progress
 - mission statement
 - parent communication