**The Next Chapter**

**Session 2: MAPPING OUR JOURNEY: Assessment That Informs Our Teaching**

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| time | activity | notes |
| 10 minutes | Welcome back!We will get to your case studies in a little bit.Look at the goals for tonight’s session.Take 3 minutes for a Quick Write in your Thinking Journal: what do I expect to learn tonight? SLIDE 1 |  |
| 30 minutes | Hattie and Effect SizeSLIDES 2-16 |  |
| 20 minutes | How do we use data?The following section is from Jennifer Serravallo’s work. We are going to be re-thinking data!Jennifer gives us a protocol of a Four-Step Process, which may seem familiar to you. We tend to *think* we do all of these steps, but we urge you to slow down and really think about each step. Let’s define data…Five lenses for assessing reading & writingTurn and Talk SLIDES 17 - 20 | Show *The Literacy Teacher’s Playbook* |
| 15 minutes | A word of cautionThings to rememberZone of Proximal DevelopmentGradual Release of ResponsibilitySense of AgencyThis section is setting them up to look at their data in a new way, as well as a reminder about ZPD, GRR, and agencyTurn and TalkSLIDES 21 - 26 |  |
| 15 minutes | BREAK |  |
| 30 minutes | Participants will now practice analyzing their data, using the interviews they did with their case study students. They should fill out the Summary Analysis Record. SLIDE 27Next hand out the Engagement Inventory and the Reading Log – talk about how they would be usedTurn and TalkSLIDES 28 - 29 | Handouts: Summary Analysis Record, Classroom Engagement Inventory, Reading Log |
| 30 minutes | How fast can a child move to the next level? This is an important conversation about why the levels matter, and what is contained in each level.It’s not a perfect science, but…When a reader needs to move…It’s not a wait-and-see game…Also pass out the teaching points chart and give them time to discuss itSLIDES 30 - 33 | Handouts: Levels charts (2 kinds), Serravallo charts, teaching points chart |
| 30 minutes | We could see from your pre-assessment that most of you know how to do a DRA. We are just going to do a quick practice with one, focusing on finding the teaching points (which is the power of the DRA).First, let’s review the ORR SLIDE 34Practice scoring a DRA 10 SLIDE 35Discussion | DRA 10 handoutAudio of DRA assessment |
| 15 minutes | A very quick look at the QRISince most participants are K-4, we will only just take a brief look at the QRI and what it can do. SLIDE 36 |  |
| 15 minutes | Assignment and Ticket out the DoorSLIDES 37 - 38 |  |