



Doing What Works

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Slideshow

FULL DETAILS AND TRANSCRIPT

An Assessment System That Works for Teachers

Indiantown, FL • April 2007

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Screen and Monitor Progress

Highlights

- Warfield Elementary School's use of assessment data is a key part to their students' reading success.
- The reading coach is an essential support to Warfield's teachers in conducting assessments.
- Assessment schedules are used at each grade level, as well as weekly content calendars with progress monitoring assessment dates.
- The reading coach creates class profiles using the assessment results.
- All students are assessed at least three times a year.
- An example of how one teacher keeps her progress monitoring organized is included.

About the Site

Warfield Elementary School (K-4)
Indiantown, FL

Demographics

75% Hispanic, 5% White, 17% Black

96% Free or reduced-price lunch

67% Limited English Proficient

Warfield Elementary School uses an inclusive, English immersion approach for their English learners, the majority of whom are of Guatemalan descent and speak either Spanish or one of several Guatemalan Indian dialects, which lack a written language. Distinctive features of the school include:

- A continuous improvement model for instruction; data disaggregation and analysis, facilitated by a reading coach and writing/math coach, drive all instruction
- Instructional calendars for all content areas and grade levels that show standards being taught, instructional activities, and assessments to monitor student progress
- A schoolwide reading program based on an external model, along with a core textbook program
- Data available to teachers on fast turnaround, either in profiles produced by the reading coach or through reports from district and state databases
- Whole-group instruction based on the instructional calendars, combined with flexible small-group instruction based on students' needs
- Interventions provided within the classroom, including several that are technology-based
- Instructional strategies that are research-based; for example, a vocabulary program that is based on Isabel Beck's research
- All teachers with an ESOL endorsement on their teaching certificates
- Paraprofessionals who speak the children's native languages to ease the transition into school and support teachers in working with students

Full Transcript

Intro Slide: An Assessment System that Works for Teachers, Warfield Elementary

Here are the practical strategies that Warfield's reading coach uses to organize information for teachers. Be sure to look at the grade-level examples of the actual tools she uses.

Slide #1: Assessment Data Is Key

Warfield is proud of its use of data in helping all its students reach state standards in reading and writing. In fact, the principal and staff would say that their strong system of using assessment for progress monitoring is key to their success in teaching all their students, including English learners, to read.

Slide #2: Reading Coaches

The hub of Warfield's progress monitoring system in reading is the school's reading coach, Jeanne Tubb. She plays a critical role in helping teachers conduct assessment, organizing data so it is readily available, and providing instructional resources so that teachers can deliver the instruction that their English learners need.

Slide #3: Assessment Schedule

Warfield uses a variety of reading assessments. In order to stay organized and clearly communicate expectations, the school uses an assessment schedule for each grade level.

Slide #4: Grade-Level Calendars

In addition to the assessment schedules, Warfield develops calendars by grade level and content area that show what is to be taught when. Assessment for progress monitoring is included in the calendars, as this sample page from the kindergarten reading calendar shows.

Slide #5: Track the Details

As you can see, calendars are quite detailed. They go a long way to keeping teachers on track in what they are teaching and assessing.

Slide #6: Class Profiles

Teachers actually give the assessments, but the reading coach helps with data entry and creates class profiles. Here's an example of how cumulative data is recorded for their literacy assessments.

Slide #7: Frequent Assessment

At Warfield, students' reading skills are frequently assessed—at least three times a year with their main assessments.

Slide #8: Make No Assumptions

Although most students at Warfield have mastered phonics by grade three, no assumptions are made, and nothing is left to chance.

Slide #9: Meeting the Needs of Individual Students

Teachers use data from progress monitoring assessments to meet students' individual needs. Here is an example of how one teacher stays organized. She has a laminated board showing the reading skills that are assessed, and she uses Post-it Notes to identify students needing more help in a particular area.

Slide #10: Becoming Proficient

Frequent progress monitoring and attention to students' individual needs: this keeps Warfield English learners on the path to acquiring the foundational reading skills that they need to become motivated, proficient readers.