

ASSESSMENT *in* PERSPECTIVE

Focusing on the Reader Behind the Numbers

Clare Landrigan & Tammy Mulligan

Foreword by Gail Bousher and Joan Moser, "The Sisters"



Assessment In Perspective Focusing On The Readers Behind The Numbers

Lynne Dorfman,Diane Dougherty



Assessment In Perspective Focusing On The Readers Behind The Numbers:

Assessment in Perspective Clare Landrigan, Tammy Mulligan, 2013 Assessment is an integral part of instruction. For the past decade the focus on assessment particularly via high stakes mandated tests has shifted away from the classroom and left teachers feeling like they are drowning in data. Assessment is and needs to be again much more than a number. Assessment in Perspective is about moving beyond the numbers and using assessment to find the stories they tell. This book helps teachers sort through the myriad of available assessments and use each to understand different facets of their readers. It discusses how to use a range of assessment types from reading conference notes and student work to running records and state tests together to uncover the strengths and weaknesses of a reader. The authors share a framework for thinking about the purpose, method, and types of different assessments. They also address the questions they ask when choosing or analyzing assessments: What type of tool do we need: diagnostic, formative, or summative? Formal or informal? Quantitative or qualitative? How do we use multiple assessments together to provide an in-depth picture of a reader? When and how are we giving the assessment? Do we want to be able to compare our readers to a standard score or do we need to diagnose a reader's needs? Which area of reading does this tool assess? How can we use the information from assessments to inform our instruction? What information does a particular assessment tell us and what doesn't it tell us? What additional information do we need about a reader to understand his or her learning needs? The book emphasizes the importance of triangulating data by using varied sources, both formal and informal, and across multiple intervals. It explains the power of looking at different types of assessments side by side with displays to find patterns or inconsistencies. What's more, students are included as valuable sources of data. Letting students in on the process of assessment is key to helping them set goals, monitor their own progress, and celebrate growth. When assessment is viewed in this way, instruction can meet high standards and still be developmentally appropriate.

Becoming a Literacy Leader Jennifer Allen, 2023-10-10 In this second edition of *Becoming a Literacy Leader: Supporting Learning and Change*, author Jennifer Allen reflects on her work as a literacy specialist and how the role has evolved in the decade since she wrote the first edition. Her experiences can apply to all school leaders, including principals, coaches, teachers, support staff, and office administrators. Allen focuses on three ideas to describe her work: Layered Leadership, the multitude of supports in place for teachers to encourage learning and change within schools; Shared Experiences, that develop community and develop common understanding of practices, curriculum, and assessment; and Importance of Rowing in the Same Direction, in that literacy coaches and leaders stay interconnected and aligned to the goals of the school. Allen knows the challenges of teachers' faces and advocates literacy coaches implement these layers of support within a school, including in-class support, curriculum support, and assessment study group facilitation, and the cultivation of teacher leadership. In *Becoming a Literacy Leader*, she provides an explicit framework for implementing these layers of coaching and explains how administrators can use the literacy leader position to build and sustain change within their

schools This book will be the road map for how literacy leaders and coaches approach their work with purpose and intention Online videos that accompany the book bring the text alive by showing readers what coaching looks and sounds like

Welcome to Reading Workshop Lynne R. Dorfman, Brenda J. Krupp, 2023-10-10 In *Welcome to Reading Workshop* Structures and Routines that Support All Readers Brenda Krupp and Lynne Dorfman bring their years of collective experience leading successful reading workshops to showcase the structures routines rituals and behind the scenes decision making that will have your reading workshop running smoothly and effectively Within the pages you ll find ways to effectively use self selected reading materials create mini lessons build time for reading conferences and small group work and use assessments to guide instruction In this practical guide you ll find tips and ideas to make these techniques immediately attainable including Recommendation lists from much loved books to classroom implementation suggestions Easy to access video clips to extend learning Expert contributions and tips from the field A rich appendix with templates lessons and resources Reflection questions to promote collegial conversations Whether you re a brand new teacher or seasoned veteran you re looking to try something new or working on refining your current reading workshops the authors welcome you to join them in an exploration of this powerful instructional model *Welcome to Reading Workshop* will inspire you and your students with an excitement for reading that fosters engagement and builds life long readers

A Closer Look Lynne Dorfman, Diane Dougherty, 2023-10-10 In *A Closer Look* Lynne Dorfman and Diane Dougherty provide the tools and strategies you need to use formative assessment in writing workshop Through Lynne and Diane s ideas you will be able to establish an environment where students will internalize ways that they can assess their own writing and become independent writers Lynne and Diane share methods for collecting and managing information and show practical simple and concise ways to document student thinking In the accompanying online videos they demonstrate conferences with individual writers small groups and whole groups Quick easy to manage assessment methods emphasize that formative assessment does not have to take a long time to be worthwhile and effective Vignettes from classroom teachers principals and authors add a variety of perspectives and classroom experiences on this important topic *A Closer Look* shows that when students are in charge of their own writing process and set and reach their own goals writing becomes a vibrant energetic part of the day

In Community With Readers Lynsey Burkins, Franki Sibberson, 2024-08-22 Whole class reading instruction has the power to harness the collective knowledge of the reading community that will foster independent readers and thinkers as they move through their literate lives What is the true purpose of whole group reading instruction Is it possible to teach standards and skills while also creating a community in which students are free to bring their whole selves into the work of reading And how do we make this vision an everyday reality in our grades 3 6 classrooms Elementary educators Lynsey Burkins and Franki Sibberson answer these questions and more in *In Community With Readers* Transforming Reading Instruction with Read Alouds and Minilessons Burkins and Sibberson invite us into their classrooms as they redesign read alouds and minilessons

to support readers in whole group reading instruction Inside this book you ll find Ideas for co creating a community aligned to standards and grounded in readers identity independence and agency A day by day look into what read alouds and minilessons look like across a reading unit Practical and meaningful routines for helping students co construct an understanding of the standards the books they read and one another s ideas Planning and note taking templates designed to center both the standards we teach and the ideas our students bring to these standards An illustrated step by step guide to the first eight weeks of whole group reading instruction In this book Burkins and Sibberson push back on the idea that whole group reading instruction must be teacher centered skill and drill and instead offer us a way to create a truly meaningful whole group reading community

Vocabularians Brenda L. Overturf,2023-10-10 Building on the ideas developed in Word Nerds Teaching All Students to Learn and Love Vocabulary Brenda J Overturf has updated and energized the recommended practices for middle grades students Vocabularians is for any educator who wants to help young adolescents increase knowledge and competency with word study while bringing interest motivation and even joy to their learning Brenda takes teachers and administrators inside three middle level schools where educators are integrating vocabulary instruction across the curriculum In rural urban and suburban settings she highlights effective ways to develop students vocabulary skills using art music games technology reading writing speaking listening and critical thinking Vocabularians shows teachers of all content areas how to build word networks flood the classroom environment with academic vocabulary and incorporate the three word solving strategies that researchers have found to be the most important teaching students how to use context deciphering words by breaking down prefixes suffixes and root words and using reference materials in authentic ways By blending current research with real classroom experience and application Brenda builds on her work with Margot Holmes Smith and Leslie Montgomery and offers an easy to implement customized to middle school resource that will improve instruction and assessment As one featured seventh grader shared Vocabulary helps you because the more you know words the more fluent you can be in reading the better you can read and write and the better your writing sounds There s always going to be a time when you have to sound professional whether you re applying for a job or anything else You re just going to have to know how to use a good vocabulary

Still Learning to Read Franki Sibberson,Karen Szymusiak,2023-10-10 Authors Franki Sibberson and Karen Szymusiak are back with an updated version of Still Learning to Read Teaching Students in Grades 3 6 2nd Edition In the years since the first edition prevalence of testing and Common Core State Standards have redefined requirements and what is expected of both teachers and students This new edition focuses on the needs of students in grades 3 6 in for the following areas reading workshops read alouds classroom design digital tools fiction and nonfiction and close reading The authors examine current trends in literacy and introduce a new section on intentional instructional planning as well as a new chapter on scaffolding for reading nonfiction Expanded examples of lessons and routines to promote deeper thinking about learning are also included In Still Learning to Read you ll also find

online videos that provide insight into classrooms Students make book choices work in small groups and discuss their reading notebooks Finally updated and expanded book lists recommendations for digital tools lesson cycles and sections for school leaders round out this foundational resource

Construction Zone Terry Thompson, 2023-10-10 Instructional scaffolding is an essential part of teaching literacy But what is scaffolding exactly What does it look like in a classroom and how can we improve the ways we use it Despite its prominence in the repertoire of teaching strategies scaffolding remains a vague concept for many teachers In essence scaffolding is the idea of supporting students as they build independence In *The Construction Zone Building Scaffolding for Readers and Writers* Terry Thompson identifies four critical processes to deepen your understanding and improve your practice of instructional scaffolding Finding and maintaining a specific focus Practicing flexibility in planning and delivering instruction Giving constructive feedback in response to student efforts Monitoring to ensure that students are working at optimal levels of responsibility Thompson encourages teachers to enhance their use of the traditional gradual release process through five actionable steps show share support sustain and survey and in doing so provides procedures and techniques to help them establish and maintain strong scaffolds throughout the instructional day The *Construction Zone* is written from the teacher's perspective and urges educators to fully embrace their role in the scaffolding process while staying mindful of the effect it has on students Taking a student from dependence upon the teacher to independent learning is what teaching is all about and instructional scaffolding is key to accomplishing this goal Regardless of where you are in your understanding of instructional scaffolding *The Construction Zone* will raise your level of awareness around your instructional practices and the ways you scaffold students to independence

Rigor and Assessment in the Classroom Barbara R. Blackburn, 2025-06-30 Learn how to assess students in a way that truly impacts learning In *Rigor and Assessment in the Classroom* bestselling author Barbara R Blackburn provides a broad range of practical strategies for increasing the rigor and usefulness of your formative and summative assessments You'll discover how to create an environment where students are expected to learn at high levels evaluate student learning in a way that ensures growth strengthen the validity and reliability of your assessments plan assessments in conjunction with planning the instruction differentiate assessments to increase the rigor for all students enhance the effectiveness of your grading system and feedback and design clear reader friendly rubrics and scoring guides Each chapter includes ready to use tools examples across the subject areas and Think About It questions to help you reflect on what you've read This updated second edition features new sections on questioning and grading updated assessment samples and technology resources There is also a new chapter of Common Concerns which addresses working with students with special needs AI managing assessment in the classroom and working with parents and families

Powerful Book Introductions Kathleen Fay, Chrisie Moritz, Suzanne Whaley, 2023-10-10 Effective book introductions during guided reading set the stage for young readers to navigate new texts independently and successfully and often shape the outcome of small group lessons Many teachers struggle with decisions

about what these introductions should address what they should include and how to conduct them Powerful Book Introductions Leading with Meaning for Deeper Thinking literacy leaders Kathleen Fay Chrisie Moritz and Suzanne Whaley speak to these concerns by taking a close look at the purposeful planning that goes into preparing for this small but vital part of today s guided reading lessons Through relatable classroom examples and the wisdom of their shared teaching experiences the authors show you how to Select texts for your small group lessons specifically based on your students needs Amplify meaning making from the first moments of your guided reading book introductions and maintain this emphasis Introduce visual and structural information to support your readers in meaning making No matter where you are in your understanding of guided reading Powerful Book Introductions will help you as you learn to craft student centered meaning driven book introductions that prepare your readers for success

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