

How to use the SESC Educational Cooperative Literacy (Reading) Enduring Skills Work

During the 2015-2016 school year, the SESC Educational Cooperative embarked on their second initiative to provide a resource focusing on Literacy (reading) to aide our regional teachers and administrators in developing student growth goals. Since the implementation of the Professional Growth and Effectiveness System, student growth goals have proven to be difficult for teachers. Especially the assessments that surround this process to identify the enduring skill and to determine what students know and are able to demonstrate to show mastery of the enduring skill. The following is one strategy/process that teachers can follow to identify/assess student achievement and monitor their growth over the course of the school year.

All grade levels K-12 have the same reading anchor standards or college and career readiness standards. Each of these reading standards is then broken down into grade level standards for literature and informational reading. In addition, each grade level from kindergarten through grade 5 have a varying number of “foundational skills”

Step 1: Teachers must identify which enduring skill is their students’ biggest area of need.

- a. What does last year’s data tell you about your students?
- b. What can previous teachers tell you about your students’ abilities?
- c. How can you collect and analyze evidence/data to determine patterns, trends, and weaknesses about your current students?
- d. What does your experience in teaching that subject/grade level tell you about the greatest need of students?

How can the SESC work assist in Step 1?

Using the SESC Literacy Enduring Skills work, a teacher can create various assessments using assessment items from each of the identified enduring skills in their grade level. These assessment items can be used as they are written, formed into true/false tests, constructed response test, fill in the blank or corrected item test. These tests can be administered in the first week or two of school and analyzed to determine which enduring skill is the biggest area of need for this class of students.

Step 2: Teacher must establish baseline data for each student’s ability in relation to the identified enduring skill.

How can the SESC work assist in Step 2?

Teachers can utilize the assessment items from the SESC grade level enduring skills work to create at least three assessments (multiple assessments). The assessment items within the literacy enduring skills documents have been vetted to ensure rigor and congruency to the standards. The results from the assessments can be brought together to a single data point and accurately measure where students are in mastering the grade level standards for the identified enduring skill.

The table below is an example of a class of students with the various baseline assessments brought to one data percentage point. The teacher must then determine if the student will likely make growth toward the identified enduring skill based on the evidence that they have about that student. Next, the

teacher must determine if the student is likely to reach proficiency of the identified enduring skill. The teacher will continue to make these determinations for each student in the class. Please note that if any of these two determinations is “No”, the teacher must be able to defend that determination. Teachers will calculate the percentage of students projected to make growth and to reach proficiency from the table and write their student growth goal using the SMART criteria. The teacher will then develop an action plan consisting of teaching and learning strategies on how the Student Growth Goal will be met.

Mr. Paul’s 4th grade reading arts class

Student Name	Baseline Score	Is Student Make Growth	Is Student likely to Reach Proficiency	Post Test Score
Susie Smith	15%		X	
John Jones	25%			
Trey McKinney	22%			
Susan Owens	13%		X	
Tim Short	30%			
Pat Jones	27%		X	
Tammy Smith	24%			
Brenda Key	36%			
Mike Smith	3%	X	X	
Travis Cobb	26%			
Luke Marr	31%			
Sandy Clark	32%			
Lynn Stanifer	28%			
Donna Cole	22%			
Benji Burton	11%			
Sheila Goins	20%			
Tommy Boy	18%			

Alternate Assessment Student

Step 3: Monitoring student progress through ongoing formative assessment.

Teachers will determine how and when they will monitor progress towards the Student Growth Goal. They will develop assessments to monitor how students are doing in meeting the goal and determine if they are progressing enough to meet the goal by the end of the year. Teachers will determine if their instructional strategies are working or need to be adjusted.

How can the SESC work assist in Step 3?

After a teacher has completed a unit of instruction, the SESC enduring skills work can be used to develop appropriate formative assessments.

Step 4: Determining whether the students have achieved the Student Growth Goal.

Teachers will have to provide students with various post-test assessments that can be identical or comparable to the baseline tests given in the fall. This will determine if their class of students met growth and proficiency.

How can the SESC work assist in Step 4?

The SESC work that was used to create the baseline assessments can be used again to assess students for the post-test. Also, the SESC work can be used to create comparable tests.