George Mason University
College of Education and Human Development
Literacy Program

EDRD 632.6L7: Literacy Assessments and Interventions for Groups
3 Credits, Fall 2018
Monday, 5:00-7:40, Fairfax County Public Schools Gatehouse Administration Center Room 4050

Faculty
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Prerequisites/Corequisites
EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood;
EDRD 631: Advanced Literacy Foundations and Instruction, Adolescent through Adulthood;
admission to the Literacy emphasis or permission of the literacy program coordinator

University Catalog Course Description
Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a hybrid (2-75% online) format.

Learner Outcomes or Objectives
This course is designed to enable students to:
1. Understand types of assessments and their purposes, strengths, and limitations.
2. Select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3. Use assessment information to plan and evaluate instruction.
4. Communicate assessment results and implications to a variety of audiences.
5. Use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
6. Select strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.

Professional Standards (ILA, *2010 Standards for Reading Professionals*):
Upon completion of this course, students will have met the following professional standards:
2.1   Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2   Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading – writing connections.
3.1   Candidates understand types of assessments and their purposes, strengths, and limitations.

3.2   Candidates select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.

3.3   Candidates use assessment information to plan and evaluate instruction.

3.4   Candidates communicate assessment results and implications to a variety of audiences.

5.4   Candidates use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Virginia Standards for Reading Specialist Programs addressed in the course:

1a.   Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension.

1b.   Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.

3c.   Demonstrate expertise in strategies to increase vocabulary.

3f.   Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.

4a.   Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.

6b.   Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.

6f.   Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.

6g.   Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.

6h.   Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division.

Required Texts

Lesaux, N. K. & Marietta, S. H. (2012). *Making assessment matter: Using test results to differentiate reading instruction.* New York, NY: Guilford.

GoReact must be purchased and used in this course. Details will be provided in class.

Additional readings will be made available on Blackboard and through GMU Library databases. (See Blackboard for a full reference list of required readings.)

Recommended Texts

Gambrell, L. B., & Morrow, L. M. (Eds.) (2015). *Best practices in literacy instruction* (5th ed.)*.* New York, NY: Guilford.

Gipe, J. (2013). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12* (8th ed.). New York, NY: Pearson.

Pinnell, G. S., & Fountas, I. C. (2009). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.

Sadder, M., & Nidus, G. (2009). *The literacy coach's game plan: Making teacher collaboration, student learning, and school improvement a reality*. Newark, DE: International Reading Association.

Seravallo, J. (2014). *The literacy teacher's playbook, grades K-2: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann.

Seravallo, J. (2013) *The literacy teacher's playbook, Grades 3-6: Four steps for turning assessment data into goal-directed Instruction*. Portsmouth, NH: Heinemann.

Toll, C. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.

Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice* (2nd ed.). New York, NY: Guilford.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and Examinations
1. **Participation (15 points)**
   Class participation is a required component of your grade. In general, we will engage in three types of activities: lectures, activities, and discussions related to literacy leadership activities; discussion of the week's readings; and, partner and small group meetings in which you will provide feedback and support for each other's literacy leadership activities.
   - Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents. We may also hold discussions via Blackboard.
   - The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower participation grade.
   - One purpose of this course is to help you apply basic coaching techniques (e.g., paraphrasing, questioning, synthesizing) as you work with a peer to support their data analysis and instructional planning. Thoughtful online coaching participation via GoReact is required for this course. This includes recording your own instruction and uploading those videos in a timely manner. For each video, you will provide your peer coach with reflection/commentary/questions on your own instruction. Your participation through GoReact also includes your timely and thoughtful coaching feedback to your partner.
     - It is important that you activate your GoReact account and experiment with its video recording/uploading options well in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the semester. To facilitate this, before coaching begins, you will create and upload a 3-5 minute video in which you provide a tour of your classroom (or school). This video will help your peer coach better understand your teaching context.

   Class participation will be evaluated using the rubric that follows:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	5 points	3 points	1 point	0 points
Class Attendance	Missed no more than 1 face-to-face or synchronous class session. **AND** Arrived late or left class early no more than 2 times.	Missed 2 face-to-face or synchronous class sessions. **OR** Arrived late or left class early 3-4 times.	Missed 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early 5-6 times.	Missed more than 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early more than 6 times.
Face-to-Face/ Synchronous Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. **AND** Actively participated in *all* small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. **OR** Actively participated in *most* small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. **OR** Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. **OR** Never actively participated in small group activities and class discussions.
Asynchronous Class Participation	Submitted all activities within asynchronous course modules, with no more than 1 late submission. **AND** Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. **OR** Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with 3 or more late submissions. **OR** Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Failed to submit all activities within asynchronous course modules. **OR** No submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.

2. **PBA Part A: School Report Card Analysis & Presentation (State & Schoolwide Focus) (25 points)**

   1. *Data Gathering:* You will download reading and writing assessment data *for your school* from your state website (Quality Profile/School Report Card from Virginia, D.C., or Maryland). In class, as an individual, with a partner, and with your teacher colleagues, discuss the measurements used and groups "at risk." Also discuss your state's testing framework.

   2. *Summary Presentation (10 points)*: Prepare a handout and a brief PowerPoint (or other technology) presentation for colleagues at your school that summarizes the information learned in #1. Then meet with a small group of school colleagues (such as your school team), share this handout/presentation, and lead a discussion about the meaning/potential importance of the information as well as "next steps" (how to apply this information to instruction). The goal is to lead your colleagues in analyzing portions of the test data to discover implications for their own teaching.

   3. *Written Analysis (15 points)*: Write a 4-5 page reflection/analysis that (1) describes the quantitative and qualitative data you obtained from the School Report Card, (2) explains what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues, and (3) discusses how your state's testing program is consistent or inconsistent with the International Literacy Association's position statements on assessment (e.g., IRA *Position Statement on High Stakes Assessment in Reading*). Include a minimum of two additional peer-reviewed sources related to appropriate/inappropriate uses of assessments to support your discussion. In your view, what should be modified and/or what should remain the same in your state's assessment system? (Include your handout/PowerPoint as an appendix to the paper). *****Submit your handout, presentation, and analysis paper to Tk20.*****

3. **PBA Part B: Assessment Analysis (10 points)**
   In this assignment, you will review a published assessment (e.g., DRA, PALS). We will begin by brainstorming as a class the various assessments available. The goal is to analyze as many assessments as possible within the class. Then, (1) with a partner, choose an assessment to evaluate: locate and read publishers' information on technical aspects of the assessment, including reliability/validity. (2) Prepare a handout on this information (no more than one page, front & back) and present to your classmates. Include (a) a description of the purpose of the assessment; (b) target audience; (c) administration procedures; (d) content; (e) scoring; (f) technical adequacy; (g) usability; (h) links to intervention. *****Submit your analysis to Tk20.*****

4. **PBA Part C: Classroom Focus on Data Analysis and Instruction (50 points)**
   In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

   1. *Spreadsheet (10 points):* (1) Create a spreadsheet showing the most recent *reading and writing* scores for all students in your class on **at least three assessments**. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record) data, if available. If you are not currently teaching, you will complete this in a field assignment. (2) Compare your formal student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. Add relevant notes to your spreadsheet. (3) Then make notes on the spreadsheet related to each student's *instructional needs* (vocabulary, comprehension, fluency, etc.) in reading and writing as revealed through your data collection and analysis. (4) Share and discuss with your peer coach.

   2. *Lesson Planning (10 points):* Acting as a peer literacy coach, lead your partner to use the data to make instructional decisions, including flexible grouping arrangements for a specific unit or series of lessons he or she plans to teach in the future. Coach your partner in ***creating two specific lesson plans*** for his/her class in which students will be reading and/or writing. In each plan, specify how students will be grouped for instruction, using (across the two plans) at least two formats (e.g., small group, large group, individual). Be sure to provide a justification (using data and research) for your grouping decisions and instructional strategy choices. Also be sure to specify how you will assess student learning <u>during and after</u> each lesson. You may use the lesson plan format that is standard in your school.

   3. *Implementation of Lessons & Peer Coaching (20 points):* Implement and videotape your first lesson, then reflect and annotate the video with GoReact to note salient points in the lesson, your teaching strengths and needs, and student outcomes that result from the lesson. Choose a clip of at least 15 minutes to share and discuss with your peer coach and instructor. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers. Implement and videotape the second lesson, again reflecting and an annotating in GoReact. In class, on the designated day, you will watch segments of your video and talk with your coaching partner, discussing each other's results and offering insight into the instruction. You should also record these coaching sessions and upload them to GoReact.

   4. *Analysis (10 points):* Finally, write a 3-4-page analysis on what you learned about data-based grouping and instruction and what you helped your partner learn. Be specific about the suggestions you made to each other and whether these were implemented. Also, clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information. Include

within this reflection a segment from one of your videos that was especially useful for your instructor to watch.

Submit your final spreadsheet, both lesson plans with peer coach feedback, and your analysis paper to TK-20. All videos should be uploaded to GoReact.

Other Requirements

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me ***PRIOR*** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) either by class time (if needed for class) or by 11:59 p.m. on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for ***each*** day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment titles (ex: JANE_DOE_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 15 minutes before and after class. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 632 is a prerequisite for EDRD 634).

Grading Scale

Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

Proposed Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)

Date	Topics/Essential Questions	Reading	Assignments Due
Week 1: Aug. 27 F2F	Course Overview What is assessment? What is the role of assessment?	– Afflerbach, 2016 – Chappuis, 2014 – ILA Literacy Leadership Brief, 2017	– Module 1 activities on Bb.
Sept. 3	**NO CLASS – LABOR DAY**		
Week 2: Sept. 10 SYNC	What are the various types of assessment?	– Lesaux & Marietta – Ch. 1-3 – IRA Position Statement on Formative Assessment, 2013 – Roskos & Neuman, 2012	– Module 2 activities on Bb. – Select a literacy assessment to evaluate with your partner for PBA B. Have at least 2 options.
Week 3: Sept. 17 F2F	Why evaluate literacy assessments for validity, reliability, and missing information?	– Frey, 2014 – Lyman, 1998	– Module 3 activities on Bb. – Bring your signed permission letter from your administrator. – Bring a copy of your selected literacy assessment to evaluate for PBA B.
Week 4: Sept. 24 ASYNC	How can we analyze school-level data?	– "Accountability & Virginia Public Schools" (see link on Bb) – "Accountability Terminology" (see link on Bb) – Stahl & McKenna, 2013	– Module 4 activities on Bb. – Upload your Classroom Introduction video to GoReact.

Date	Topics/Essential Questions	Reading	Assignments Due
Week 5: Oct. 1 F2F	What is assessment/data literacy and who needs it?	– Mandinach & Gummer, 2016	– Module 5 activities on Bb. – Bring a copy of your School Quality Profile and any other school-level assessment data you've located (PBA A, #1). – Assessment Analysis (PBA B) (Tk20 on Bb)
Week 6: Oct. 9 ASYNC (Fall Break-Monday classes meet on Tuesday)	What is effective practice in using assessment?	– Afflerbach et al., 2015 – Allington, 2011 – IRA Position Statement on High-Stakes Assessment, 2014	– Module 6 activities on Bb. – Upload a draft of your Summary Presentation & Handout to Bb for feedback (PBA A, #2)
Week 7: Oct. 15 ASYNC	How do we use assessment to improve instruction?	– Lesaux & Marietta – Ch. 4, 5 – Watts-Taffe et al., 2012	– Module 7 activities on Bb. – Classroom Data Spreadsheet Draft 1 (PBA C, #1) (Bb)
Week 8: Oct. 22 F2F	How does a coach support teachers?	– Jablon & Dombro, 2015 – L'Allier et al., 2010 – Showers & Joyce, 1996	– Module 8 activities on Bb. – Bring a draft of your written analysis for PBA A for peer feedback (PBA A, #3). – Bring a hard copy of your revised Classroom Data Spreadsheet (Draft 2) (PBA C, #1) with you to class.
Week 9: Oct. 29 ASYNC	How do we develop plans from assessment data?	– Lesaux & Marietta – Ch. 6-8 – Dennis, 2009 – Spear-Swerling, 2015 – Stahl, 2016	– Module 9 activities on Bb. – Summary Presentation & Written Analysis (PBA A, #2, #3) (Tk20 on Bb)
Week 10: Nov. 5 F2F	How does a coach support teachers?	– Peterson et al, 2009 – Yopp et al., 2011	– Module 10 activities on Bb. – Lesson Plan Drafts (PBA C, #2) (Bb) – Come prepared to video your coaching session.
Week 11: Nov. 12 F2F	How does a coach support teachers?	– Jewett & MacPhee, 2012 – Knight, 2011	– Module 11 activities on Bb. – Lesson 1 Video Reflection & Annotation for Peer Coaching Meeting (PBA B, #3) (Be sure to attach your lesson plan to your video.) (GoReact) – Come prepared to video your coaching session.

Date	Topics/Essential Questions	Reading	Assignments Due
Week 12: Nov. 19 F2F	How does a coach support teachers?	– Zoch, 2015	– Module 12 activities on Bb. – Lesson 2 Video Reflection & Annotation for Peer Coaching Meeting (PBA B, #3) (Be sure to attach your lesson plan to your video.) (GoReact) – Come prepared to video your coaching session.
Week 13: Nov. 26 ASYNC	What are the different models of coaching?	– McKenna & Walpole, 2008	– Module 13 activities on Bb.
Week 14 Dec. 3 F2F	How do we include parents in assessment?	– Hill & Diamond, 2013 – Harvard Family Research Project, 2013	– Module 14 activities on Bb. – Classroom Data Spreadsheet, 2 Lesson Plans, & Written Analysis (PBA C, #1, #2, #4) (Tk20 on Bb) – Be sure all peer coaching videos are uploaded to GoReact (PBA C, #3).
Exam Period Dec. 17 ASYNC	All final (revised) PBA assignments must be uploaded to Tk20 (via Bb) by 11:59 p.m.		

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Assessment Rubrics

Part A Rubric: School Report Card Analysis and Presentation

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.1a Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.	Provides exemplary evidence of synthesizing literature related to assessment and the appropriate uses and misuses of assessments.	Provides satisfactory evidence of synthesizing literature related to assessment and the appropriate uses and misuses of assessments.	Provides partial evidence of synthesizing literature related to assessment and the appropriate uses and misuses of assessments.	Provides little or no evidence of synthesizing literature related to assessment and the appropriate uses and misuses assessments.
3.1d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	Provides exemplary evidence of explaining assessment frameworks, standards, and benchmarks.	Provides satisfactory evidence of explaining assessment frameworks, standards, and benchmarks.	Provides partial evidence of explaining assessment frameworks, standards, and benchmarks.	Provides little or no evidence of explaining assessment frameworks, standards, and benchmarks.
3.2b Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.	Provides exemplary evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	Provides satisfactory evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	Provides partial evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	Provides little or no evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides exemplary evidence of analyzing and reporting assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability.	Provides satisfactory evidence of analyzing and reporting assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability.	Provides partial evidence of analyzing and reporting assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability.	Provides little or no evidence of analyzing and reporting assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability.

Part B Rubric: Assessment Analysis

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides exemplary evidence of an understanding of the established purposes of assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides satisfactory evidence of an understanding of the established purposes of assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides partial evidence of an understanding of the established purposes of assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides little or no evidence of an understanding of the established purposes of assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3.1c Recognize the basic technical adequacy of assessments.	Provides exemplary evidence of recognizing the basic technical adequacy of assessments.	Provides satisfactory evidence of recognizing the basic technical adequacy of assessments.	Provides partial evidence of recognizing the basic technical adequacy of assessments.	Provides little or no evidence of recognizing the basic technical adequacy of assessments.

Part C Rubric: Classroom Focus on Data Analysis and Instruction

EDRD 632.6L7 (rev. 8/15/18)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides satisfactory evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides partial evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides little or no evidence of developing lessons based on foundational knowledge to meet the needs of learners.
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Provides exemplary evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides satisfactory evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides partial evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides little or no evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides satisfactory evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides partial evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides little or no evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little to no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
3.3c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	Provides exemplary evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides satisfactory evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides partial evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides little or no evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.
5.4a Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.	Provides exemplary evidence of using evidence-based grouping to meet the needs of all learners	Provides satisfactory evidence of using evidence-based grouping to meet the needs of all learners	Provides partial evidence of using evidence-based grouping to meet the needs of all learners	Provides little or no evidence of using evidence-based grouping to meet the needs of all learners
5.4b Support teachers in using evidence-based grouping practices to meet the needs of all students.	Provides exemplary evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides satisfactory evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides partial evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides little or no evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.