

**George Mason University  
College of Education and Human Development  
Graduate School of Education**

EDRD 632.6L8 Literacy Assessments and Interventions for Groups  
3 Credits, Fall 2016  
Monday, 5:00 -7:40, Woodburn Elementary School (Media Center)

**PROFESSOR:**

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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 face-to-face seminar format (though occasional online activities may be required).

**Learner Outcomes or Objectives:**

This course is designed to enable students to:

- Understand types of assessments and their purposes, strengths, and limitations.
- Select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
- Use assessment information to plan and evaluate instruction.
- Communicate assessment results and implications to a variety of audiences.
- Use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
- Select strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.

**Professional Standards** (International Reading Association (IRA) Standards for Reading Professionals (2010)):

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 State Standards addressed in this 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.

**Additional readings will be made available on Blackboard and through GMU Library databases.**

### **Required Resource**

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

### **Recommended Resources**

- 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

### Assignments and Examinations

1. **Performance-Based Assessment Part A: School Report Card Analysis & Presentation (State & Schoolwide Focus) (30%)**
  1. **Data Gathering:** You will download reading and writing assessment data *for your school* from your state website (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, AYP and AMO criteria, and groups “at risk.” Also discuss your state’s testing framework.
  2. **Summary Presentation (15%):** 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%):** 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.\*\*\***

**2. Performance-Based Assessment Part B: Assessment Analysis (10%)**

In this assignment, you will review a published assessment (DRA, PALS, etc.). 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 (one page per assessment) 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.\*\*\***

**3. Performance-Based Assessment Part C: Classroom Focus on Data Analysis and Instruction (50%)**

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%):** (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%):** 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 during and after each lesson. You may use the lesson plan format that is standard in your school. (20%)

**3. Implementation of Lessons & Peer Coaching (20%):** Implement and videotape your first lesson, then reflect and annotate the video with Edthena 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 Edthena. 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 Edthena.

4. **Analysis (10%):** 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 Edthena.\*\*\***

#### 4. **Participation (10%)**

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.

- Edthena Introductions: Create a short 1-2 minute video introducing yourself to your classmates. You might tell a bit about your teaching background, your goals for the class, or interesting personal facts. Upload this video to Edthena. Then, create 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.
- Our course Blackboard site ([mymasonportal.gmu.edu](http://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.* Failure to do so may result in a lower participation grade. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

### **Other Requirements**

#### ***Class Attendance***

Class attendance 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. More than 2 absences may result in failure of the course. 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) by class time 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 prior to the due date, scores for assignments submitted late will be lowered by one letter grade for each day the work is late.

Assignments should be word processed using 12-point Times New Roman font, and 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. Be sure to use APA format (6<sup>th</sup> ed.) when providing citations for relevant research. When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH\_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.

### **Course Performance Evaluation Weighting**

Performance-Based Assessment Part A: State & Schoolwide Focus	30 %
Performance-Based Assessment Part B: Assessment Analysis	10%
Performance-Based Assessment Part C: Classroom Focus	50%
<u>Participation</u>	<u>10%</u>
Total:	100 %

### **Grading Policies**

Please note that 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***

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.

### **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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to

<http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

**Proposed Class Schedule:**

This schedule may be changed at the discretion of the professor or as needs of the students or the Literacy Program dictate.

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 1: Aug. 29	Course Overview  What is assessment?	– International Reading Association. (2014). <i>Using high-stakes assessments for grade retention and graduation decisions</i> [Position statement]. Newark, DE: Author.	– none
Sept. 5	Labor Day – NO CLASS		
Class 2: Sept. 12	What is the role of assessment?	– Lesaux & Marietta – Ch. 1, 2, 3 – Chappuis, J. (2014). Thoughtful assessment with the learner in mind. <i>Educational Leadership</i> , 71(6), 20-26.	– principal permission for the PBA – School Assessment data (PBA A, #1) (Bb) – Intro & classroom videos uploaded to Edthena
Class 3: Sept. 19	What are the various types of assessment?	– McKenna, M. C., & Walpole, S. (2005). How well does assessment inform our reading instruction? <i>The Reading Teacher</i> , 59(1), 84-86. doi:10.1598/RT.59.1.9 – Roskos, K., & Neuman, S. B. (2012). Formative assessment: Simply, No Additives. <i>The Reading Teacher</i> , 65(8), 534-538. doi:10.1002/TRTR.01079	– bring a hard copy of your School Assessment data (PBA A, #1)

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 4: Sept. 26	What is effective practice in using assessment?	<ul style="list-style-type: none"> <li>- Lesaux &amp; Marietta – Ch. 4, 5</li> <li>- Allington, R. L. (2011). What at-risk readers need. <i>Educational Leadership</i>, 68(6), 40-45.</li> <li>- Afflerbach, P., Cho, B., Crassas, M. E., &amp; Kim, J. (2015). Best practices in reading assessment: Working toward a balanced approach. In L. B. Gambrell &amp; L. M. Morrow (Eds.), <i>Best practices in literacy instruction</i> (5th ed.) (pp. 315-339). New York, NY: Guilford.</li> </ul>	<ul style="list-style-type: none"> <li>- Summary Presentation Draft for peer feedback (PBA A, #2)</li> <li>- Select a literacy assessment to evaluate with your partner for PBA B (Bb)</li> </ul>
Class 5: Oct. 3	Why evaluate literacy assessments for validity, reliability, and missing information?	<p>(Each partner choose 1 of the chapters below to read. Be sure both are read.)</p> <ul style="list-style-type: none"> <li>- “The Language of Classroom Assessment” (pp. 15-33) from Frey, B. B. (2014). <i>Modern classroom assessment</i>. Los Angeles, CA: Sage.</li> <li>- “Information About Tests” (pp. 71-87) from Lyman, H. B. (1998). <i>Test scores and what they mean</i> (6th ed.). Boston, MA: Allyn &amp; Bacon.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring a copy of your selected literacy assessment to evaluate for PBA Part B</li> </ul>
Class 6: Tuesday, Oct. 10	Professional Work Session		
Class 7: Oct. 17	How can assessments lead to improved instruction?	<ul style="list-style-type: none"> <li>- Lesaux &amp; Marietta – Ch. 6</li> <li>- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. <i>The Reading Teacher</i>, 65(7), 432-440. doi:10.1002/TRTR.01064</li> <li>- Dennis, D. V. (2009). “I’m not stupid”: How assessment drives (in)appropriate reading instruction. <i>Journal of Adolescent &amp; Adult Literacy</i>, 53(4), 283-290. doi:10.1598/JAAL.53.4.2</li> </ul>	<ul style="list-style-type: none"> <li>- Summary Presentation &amp; Written Analysis (PBA A, #2, #3) (Bb)</li> <li>- Classroom Data Spreadsheet Draft 1 (PBA C, #1) (Bb)</li> </ul>

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 8: Oct. 24	How do we use assessment to improve instruction?	<ul style="list-style-type: none"> <li>- Watts-Taffe, S., Laster, B. P., Broach, L., Marinak, B., Connor, C. M., &amp; Walker-Dalhouse, D. (2012). Differentiated instruction: Making informed teacher decisions. <i>The Reading Teacher</i>, 66(4), 303-314. doi:10.1002/TRTR.01126</li> <li>- Walpole, S., &amp; McKenna, M. C. (2006). The role of informal reading inventories in assessing word recognition. <i>The Reading Teacher</i>, 59(6), 592-594. doi:10.1598/RT.59.6.10</li> <li>- Wise, J. C., Sevcik, R. A., Morris, R. D., Lovett. M. W., Wolf, M., Kuhn, M.,...Schwanenflugel, P. (2010). The relationship between different measures of oral reading fluency and reading comprehension in second-grade students who evidence different oral reading fluency difficulties. <i>Language, Speech, and Hearing Services in Schools</i>, 41, 340-348</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Analysis (PBA B)</li> </ul>
Class 9: Oct. 31 <b>ONLINE CLASS</b>	How do we develop plans from assessment data?	<ul style="list-style-type: none"> <li>- Geisler, J. L., Hessler, T., Gardner, R., &amp; Lovelace, T. S. (2009). Differentiated writing interventions for high achieving urban African American elementary students. <i>Journal of Advanced Academics</i>, 20(2), 214-247.</li> <li>- finish reading articles for PBA B, #3</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom Data Spreadsheet Draft 2 (PBA C, #1) (Bb &amp; hard copy)</li> </ul>
Class 10: Nov. 7	How does a coach support teachers?	<ul style="list-style-type: none"> <li>- Showers, B., &amp; Joyce, B. (1996). The evolution of peer coaching. <i>Educational Leadership</i>, 53(6), 12-16.</li> <li>- Helf, S., &amp; Cooke, N. L. (2011). Reading specialist: Key to a systematic schoolwide reading model, <i>Preventing School Failure</i>, 55(3), 140-147.</li> </ul>	<ul style="list-style-type: none"> <li>- Peer Coaching: Lesson Plans (PBA B, #4) (Bb)</li> </ul>

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
		doi:10.1080/1045988X.2010.499392 – Peterson, D. S., Taylor, B. M., Burnham, B., & Schock, R. (2009). Reflective coaching conversations: A missing piece. <i>The Reading Teacher</i> , 62(6), 500-509. doi:10.1598/RT62.6.4	
Class 11: Nov. 14	How does a coach support teachers? (continued)	– Lesaux & Marietta – Ch. 7, 8 – Hasbrouck, J., & Denton, C. A. (2007). Student-focused coaching: A model for reaching coaches. <i>The Reading Teacher</i> , 60(7), 690-693. doi:10.1598/RT.60.7.11	– Lesson 1 Video Reflection & Annotation for Peer Coaching Meeting (PBA B, #5) (Edthema)
Class 12: Nov. 21	Video Sharing & Coaching	– none	– Lesson 2 Video Reflection & Annotation for Peer Coaching Meeting (PBA B, #5) (Edthema)
Class 13: Nov. 28	Professional Work Session		
Class 14: Dec. 5	Project Debrief  Course Evaluation	– none	– All PBA assignments must be uploaded to Bb.
Class 15: Dec. 12	How do we include parents in assessment?	– Hill, S., & Diamond, A. (2013). Family literacy in response to local contexts. <i>Australian Journal of Language and Literacy</i> , 36(1), 48-55. – TBD	– None

## Assessment Rubrics

### Part A Rubric: School Report Card Analysis and Presentation (NCATE 5)

<b>IRA Standard/ Element</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>3.1a</b> 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 of assessments.
<b>3.1d</b> 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.
<b>3.2b</b> 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.
<b>3.4a</b> 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**

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

**Part C Rubric: Classroom Focus on Data Analysis and Instruction**

<b>IRA Standard/ Element</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>2.1</b> 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.
<b>2.2 c</b> 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.
<b>3.2a</b> 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.
<b>3.3a</b> 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.

<p><b>3.3c.</b> Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.</p>	<p>Provides exemplary evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.</p>	<p>Provides satisfactory evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.</p>	<p>Provides partial evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.</p>	<p>Provides little or no evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.</p>
<p><b>5.4a</b> Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</p>	<p>Provides exemplary evidence of using evidence-based grouping to meet the needs of all learners</p>	<p>Provides satisfactory evidence of using evidence-based grouping to meet the needs of all learners</p>	<p>Provides partial evidence of using evidence-based grouping to meet the needs of all learners</p>	<p>Provides little or no evidence of using evidence-based grouping to meet the needs of all learners</p>
<p><b>5.4b</b> Support teachers in using evidence-based grouping practices to meet the needs of all students.</p>	<p>Provides exemplary evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.</p>	<p>Provides satisfactory evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.</p>	<p>Provides partial evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.</p>	<p>Provides little or no evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.</p>