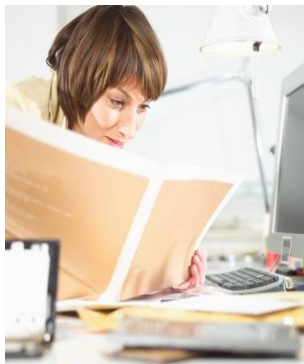


Identifying Students' Needs and Monitoring Students' Progress in ABE Reading *The Doctor is In*



Dave Coleman
Facilitator



Welcome!

- Webinar learning and “housekeeping”
- Pre-session survey questions:
 - What GLE reading level students do you have in your class?
 - Do you have students grouped by level? How many groups?
 - Have you ever participated in a STAR training or EBRI Institute?
 - Do you do initial reading needs assessments in different components of reading?
 - Vocabulary
 - Fluency
 - Alphabetics/Phonics
 - Comprehension
 - Student attitudes to reading/Reader profile or interest survey

Guiding Questions



1. How do you know how well your students read? How do *they* know?
2. How do you/they know they are getting better or where their challenges remain?
3. What are different times and effective ways to monitor student learning?

Agenda

- Introduction and participant survey
- The idea and importance of assessment
- Key terms
- Types of assessment and monitoring
- Monitoring learning in the 4 components of reading
- Conclusions and resources

The idea and importance of assessment

- Identifying needs
- Determining remediation
- Team effort with both teacher and students learning from each other as equals

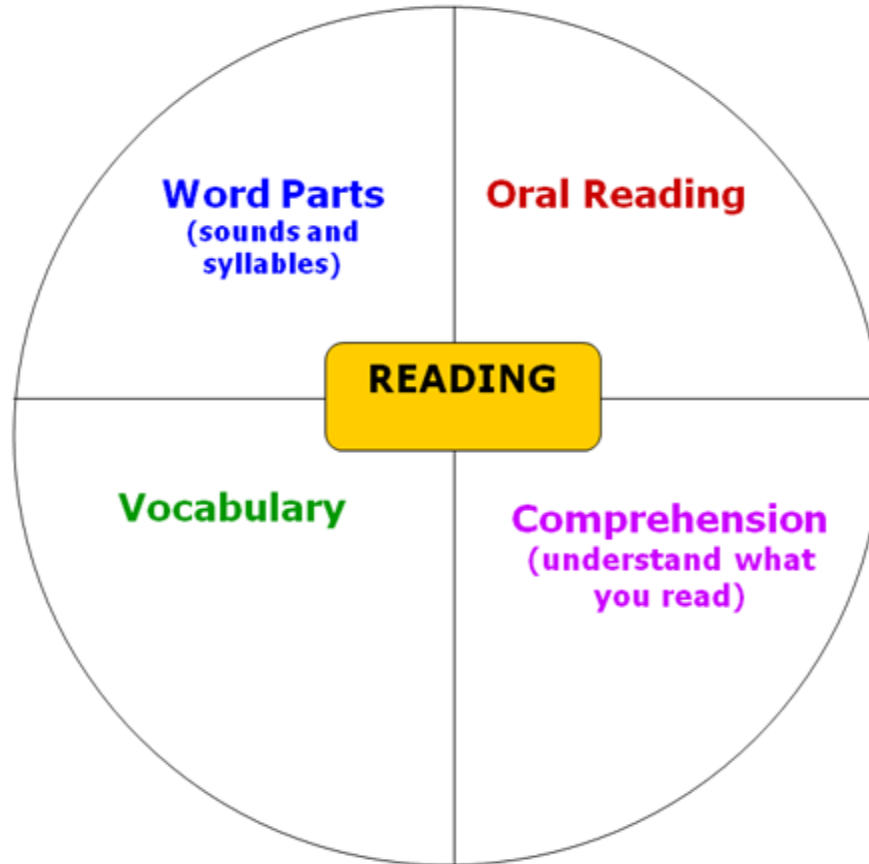


Communication



Student-friendly sharing

The Components of Reading



Reader Profile

Reader Profile

Name _____ Date _____

Reading Level (GLE)		<u>Alphabets</u>		Fluency		Vocabulary	Comprehension	
TABE	CASAS	Word ID	Phonics Test	Mastery	Instructional	Mastery	Mastery	Instructional

Notes:

Key Terms

- ABE Reading
- Types of diagnosing and monitoring student learning
 - Initial
 - Formative
 - Summative
 - Formal
 - Informal
- 4 Components of Reading

Some considerations

- Monitoring across reading components and within the four specific components
 - The practice and strategies chosen will impact what monitoring may look like
- Teacher & Student Responsibility
 - Whole class
 - Small group and partner
 - individual
- We want to see what's happening in students' heads as they process reading and use strategies

Time to Process

- Chat pod options
 - ?s
 - ?s/.s





Initial Assessments

- Student **goals** for reading improvement (family, academic or career goals)
- Student reading **needs, attitude, history & interests**
- **4 components** of reading
- **Informal, non-cognitive skills** (social, verbal, executive/school skills, other)

Goal Setting & Learner Persistence

- Initial
- Follow-up
- How can students articulate these and monitor them?



Goal setting

My Goals for _____

Education

Work

Family

Community

Specific

Measureable

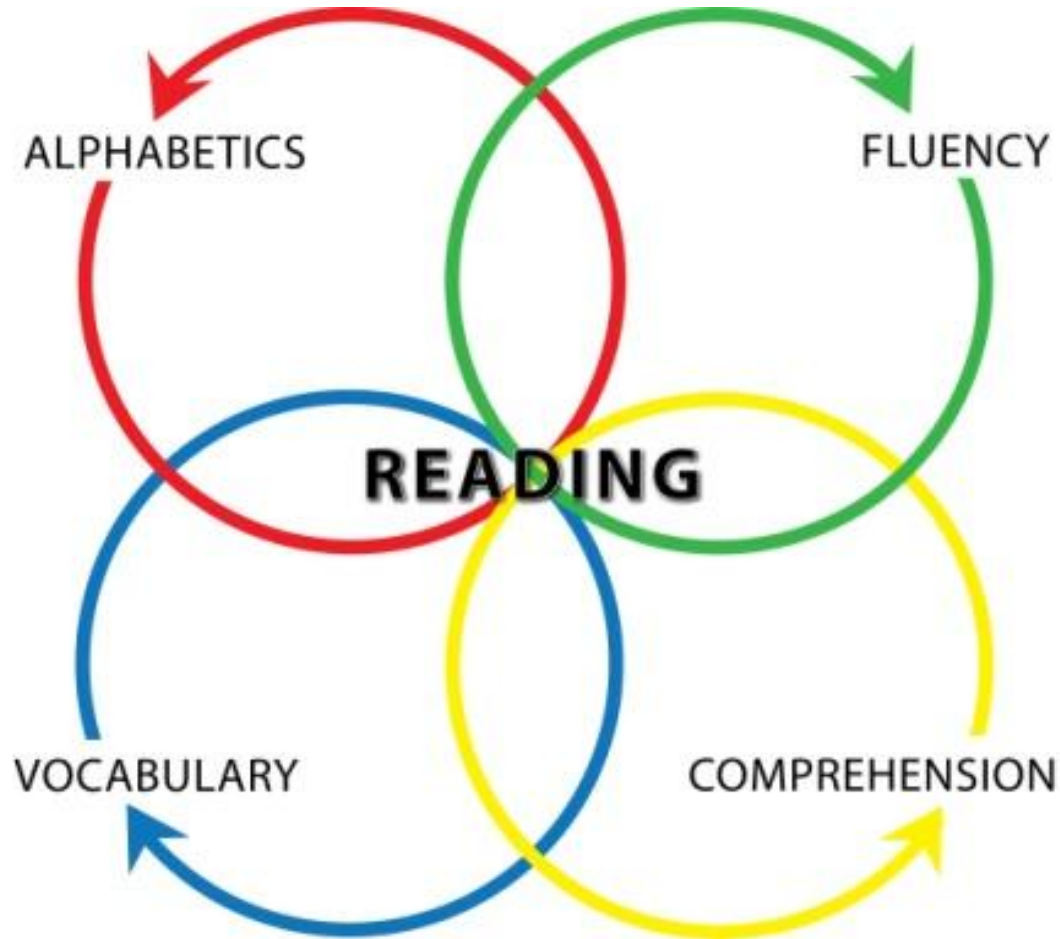
Action-oriented

Realistic

Time-bound

Ex. By (date) I will (specific goal) by (measureable action)

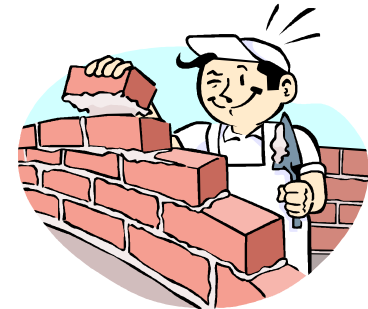
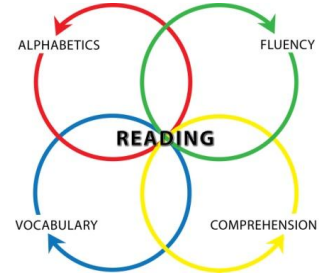
4 Components of Reading



4 components: Vocabulary

The “What”: Tier 2 words

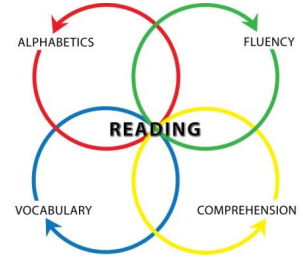
- “Academic” words that are high frequency and used in all subject areas
- “Mortar” between “bricks” of concrete words (Tier 1) and subject area specific words (Tier 3)
- Academic word lists



4 Components: Vocabulary

The “How”

- Initial needs: Word Meaning Test
- Pre-/Post-unit Word Knowledge Rating



Vocabulary Knowledge Rating Chart



Use the numbers to rate your knowledge of the vocabulary words:

4 = I know the word. I know it well enough to teach it to someone else.

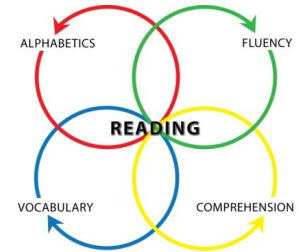
3 = The word is familiar. I think I know what it means.

2 = I have heard the word, but I'm not sure what it means.

1 = I don't know the word at all.

Word	My rating before instruction	I think the word means	My rating after instruction

4 Components: Vocabulary



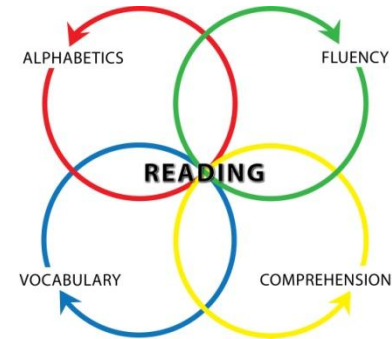
The “How”

- Use in scaffolded, generative practice activities
 - Fill in the blank
 - Sentence completion
 - Yes/No/Why (Wh-)
 - Read and Respond
- Quizzes and independent sentence creation **at end of week**

4 Components: Fluency

The “What”

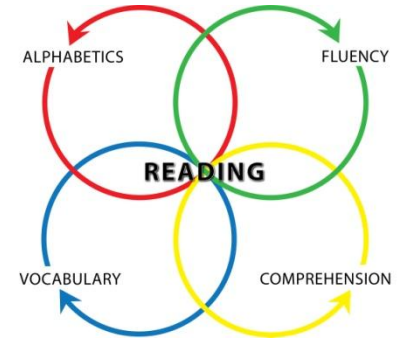
- Rate
- Accuracy
- Phrasing and Expression that demonstrate comprehension



4 Components: Fluency

The “How”

- Marked texts/Phrase chunking
- Collaborative reading



4 components: Fluency

The “How”

- Initial needs: oral reading
- Marked texts



A laugh a day / may keep the doctor away. //
Humor is good medicine. // Research has shown
/ many benefits of laughter. // It helps keep our
mind / and body healthy. // It relaxes our
muscles / and increases circulation. // Laughter
increases the oxygen level in our blood / and
lowers blood pressure. // It also boosts the
immune system. // Infections are less likely to
strike / if we are laughing.

4 components: Fluency

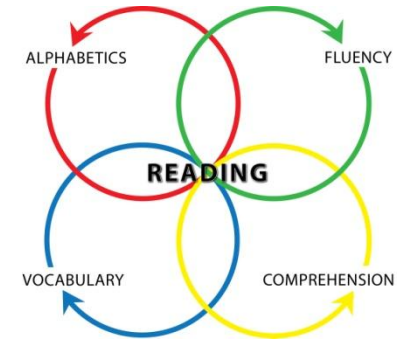
The “How”

Collaborative, leveled reading groups

- Performance-based
- Peer awareness
- Hearing others helps others hear themselves
- Technology: iPhones and repeated recordings (before/after practice)



4 Components: Alphabetics



The “What”: aka Phonics

- Decoding
- Lower v. Higher level (mono-syllabic v. multi-syllabic)

WORD READING FORM A

List A (GE 1-2)

man _____
so _____
day _____
sun _____
tree _____
friend _____
her _____
long _____
us _____
when _____

Mastery for GE 1 is 7 correct

Mastery for GE 2 is 9 correct

GE = _____

List C (GE 5-6)

citizen _____
computer _____
information _____
temporary _____
explanation _____
application _____
concentrate _____
development _____
material _____
practice _____

Mastery for GE 5 is 7 correct

Mastery for GE 6 is 9 correct

GE = _____

List B (GE 3-4)

airplane _____
before _____
water _____
hundred _____
bank _____
Thursday _____
complete _____
package _____
record _____
science _____

Mastery for GE 3 is 7 correct

Mastery for GE 4 is 9 correct

GE = _____

List D (GE 7-8)

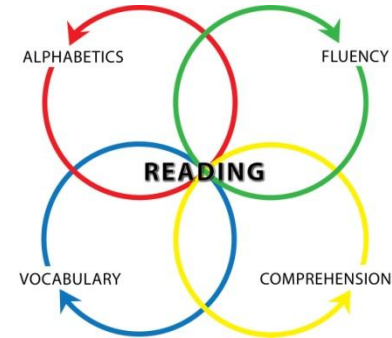
contribution _____
convenient _____
individual _____
acknowledge _____
pollution _____
optimistic _____
reputation _____
urgent _____
prescription _____
confidential _____

Mastery for GE 7 is 7 correct

Mastery for GE 8 is 9 correct

GE = _____

4 Components: Alphabetics



The “How”

- Initial: word recognition lists
 - Sylvia Greene Word Analysis Inventory
 - San Diego Quick
- Practice self-check (self-access answer guides)
- Knowing the rules, *Megawords, 2nd Ed.*
- Partner coaching

4 Components: Comprehension



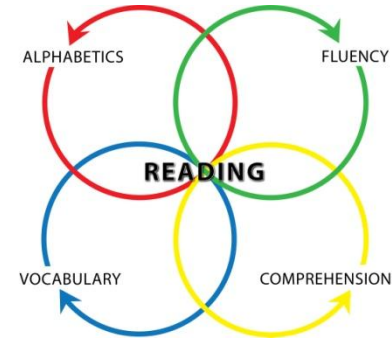
The “What”

- Determine effectiveness of strategy presented
 - Find out if student is comprehending passage, not just completing the graphic organizer or KWL chart
 - Determine if student is working at appropriate level
 - Determine if student is ready for the next level

4 Components: Comprehension

The “What”

- Asking questions
- Using background knowledge
- Identifying and connecting ideas
- Understanding text structure
- Summarizing
- Visualizing
- Predicting
- Recognizing that something hasn't been understood
- Text coding



4 Components: Comprehension



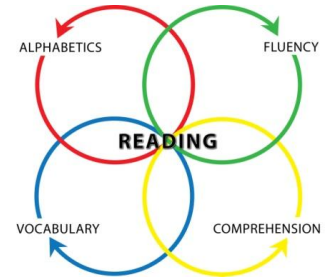
The “How”

- Monitor student use of a strategy
 - Is student using it effectively?
 - Is it useful to the student?

(Provide opportunities for student to reflect on strategy usefulness)
- Monitor student comprehension skills
 - Observe student doing guided practice activities
 - Ask comprehension questions
 - Ask student to retell or summarize

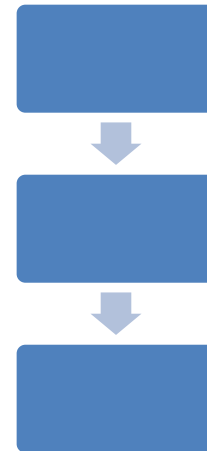


4 Components: Comprehension



The “How”

- Comprehension Strategies Self Assessment
- Activity completion checklists Anticipation guides
 - Ex. KWL
 - Scanning
 - Skimming
- Graphic organizers
 - Description
 - Compare/Contrast
 - Text genre
 - Cause and Effect
 - Sequence
 - Story



Reading Strategy: Summary (and Questioning)

Topic of Paragraph	The most important idea about the topic	Question about the topic

Quick Comprehension Checks

- Hand/Body signals
 - Thumbs up/down/fist
 - Fingers
 - Long/short, thick/thin

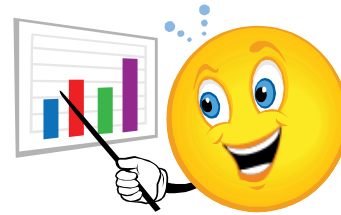


- Response cards



Self-Monitoring

- Progress/Bar charts for marking progress
- KWL



What I KNOW now	What I WANT to learn	What I LEARNED

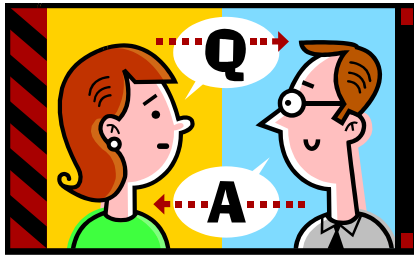
Pre/Post-tests and surveys

- Knowledge rating
- Self-surveys

Self-Monitoring



- Individual: Reflection Journals and Exit tickets
- Partners: “Tell a partner” or “Roundrobin” v. “Who can tell me...?”



- Small group accountability (conversations with goal-affinity groups)

Communication



Resources

Questions



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