

TIPS FOR USING THIS PRESENTATION

- Using “Normal” on the View menu: The slides that follow can be copied to computer or transparencies and viewed on a screen or transmitted over a local network on individual computer screens.
- Using “Notes Page” on the View menu: The same slides are shown in miniature accompanied by interpretive commentary from Dr. Mary Barr and Dr. Sally Thomas of the Center for Language in Learning.
- This Power Point presentation is being sent to the site administrator and the Learning Record coach.

_____ Elementary School

Development of Literacy and
Use of the Learning Record

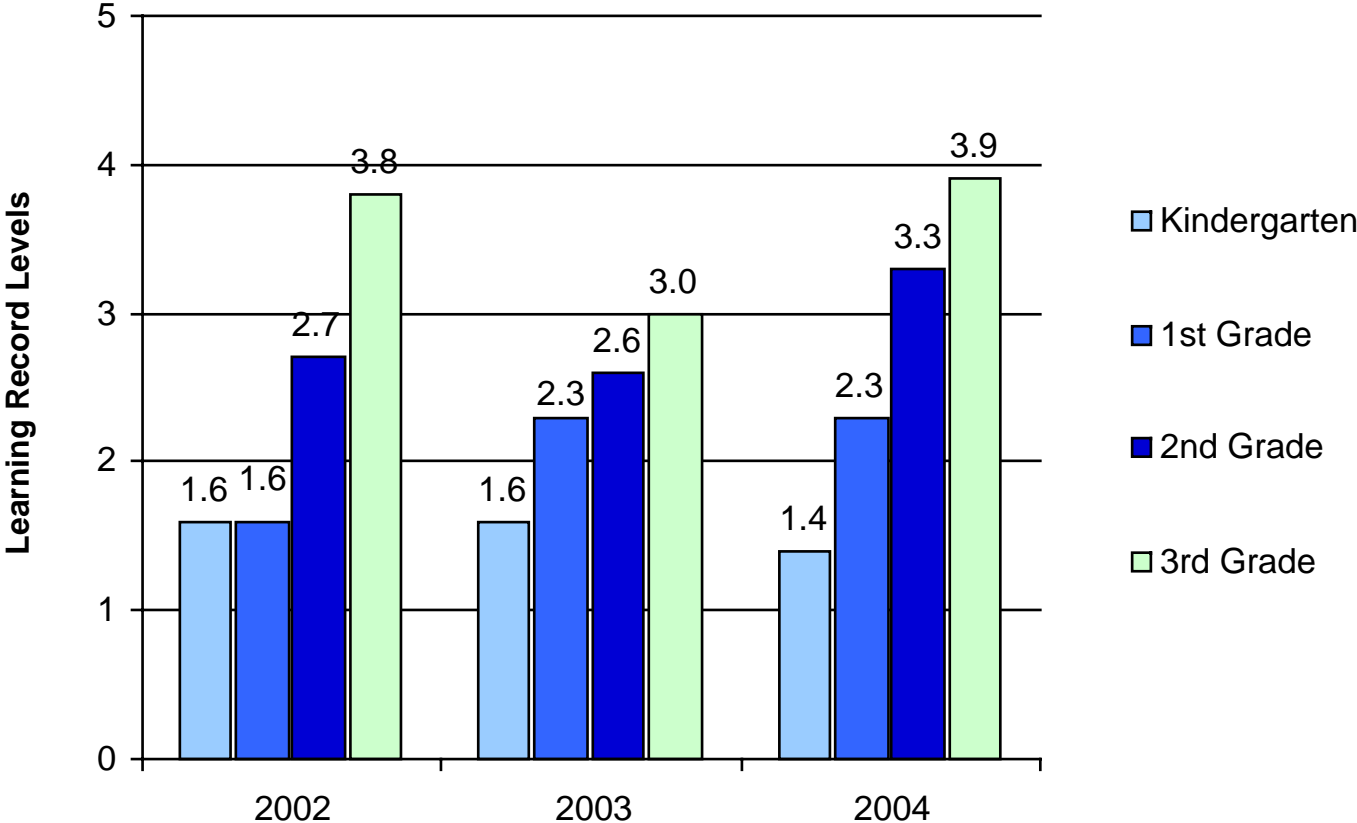
K-5, 2003-2004

Prepared by the
Center for Language in Learning

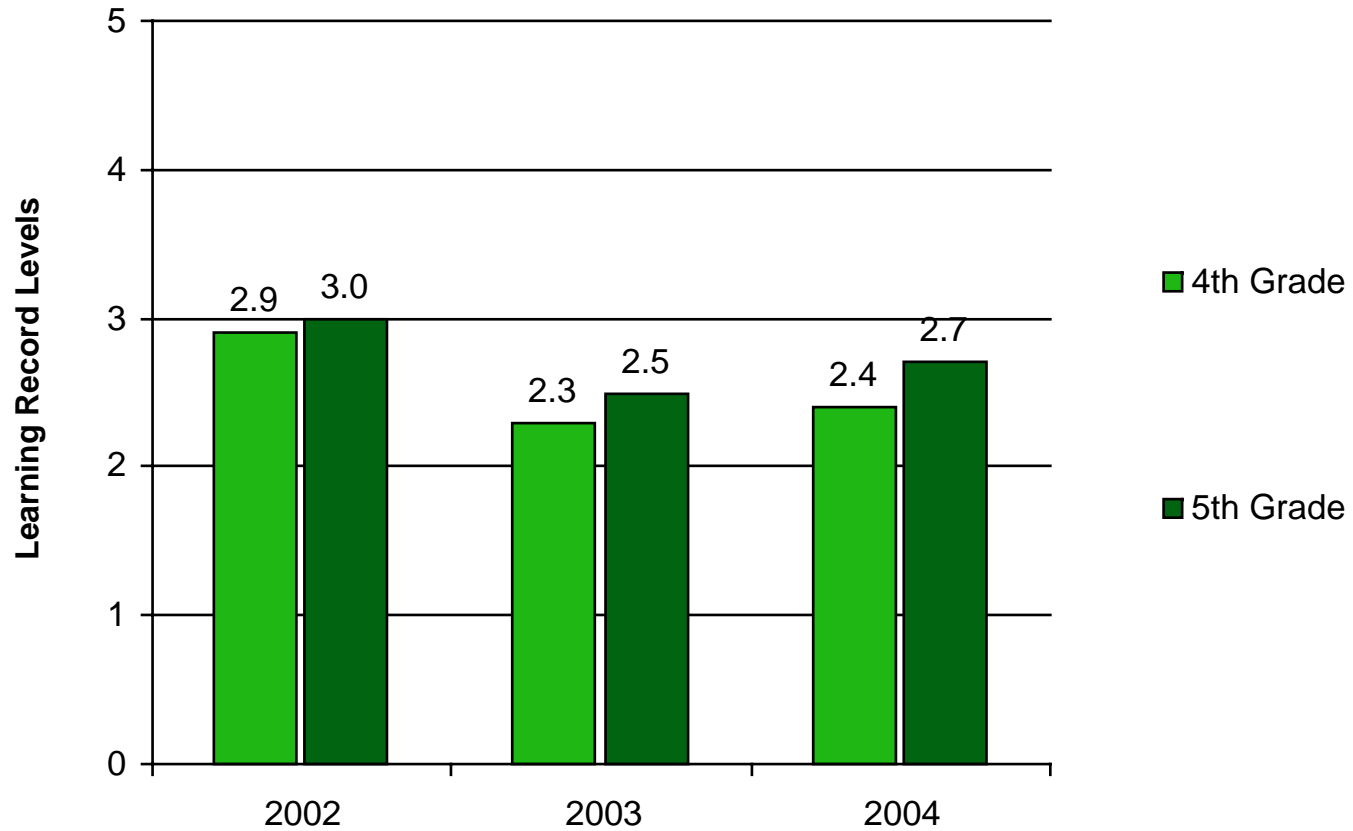
Major Findings

1. Data for reporting Learning Record mean scores in K-5 reading and writing school wide show gains at every grade level.
2. 2. Data for reporting the percentages of students attaining grade level proficiency in reading and writing indicate that student work at the beginning of the primary grade scales is strong but declines in quality as students move to 3rd. The drop on the writing scale is precipitous. Reading drops slightly from 4th to 5th but increases significantly in writing.
3. Boys' achievement continued to lag behind girls, especially in writing.
4. Teachers report the LR had an especially positive impact on professional growth and parental involvement. Strategies that put students in charge of their own learning, however, show a decline.
5. Teachers report they use a wide variety of strategies linked to literacy theory and best practice.
6. 7. Teachers at ___ scored records consistently, although there has been a decline from the 2002-03 school year ($r = .70$ in both reading and writing).

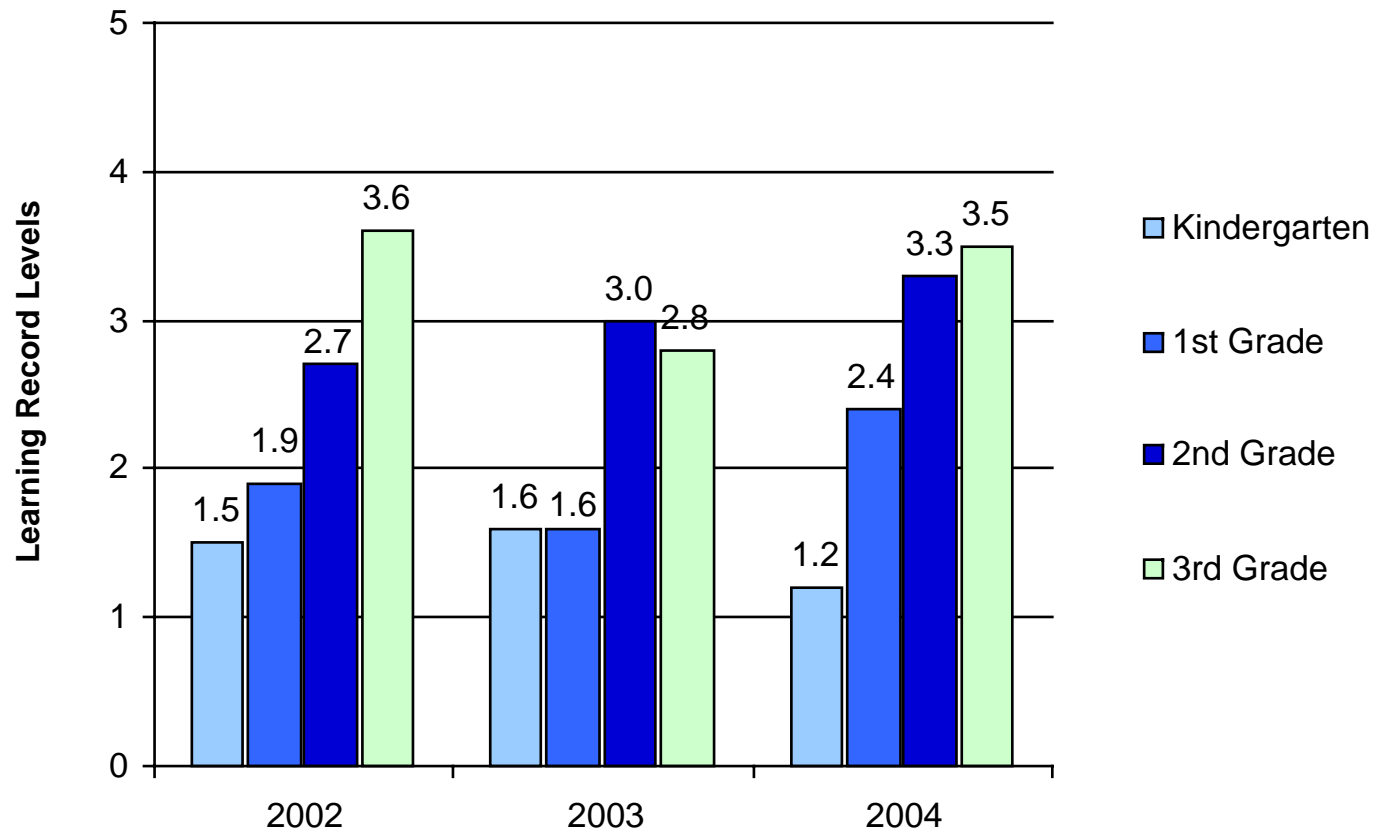
Reading Score: Grade Level Averages, Grades K-3



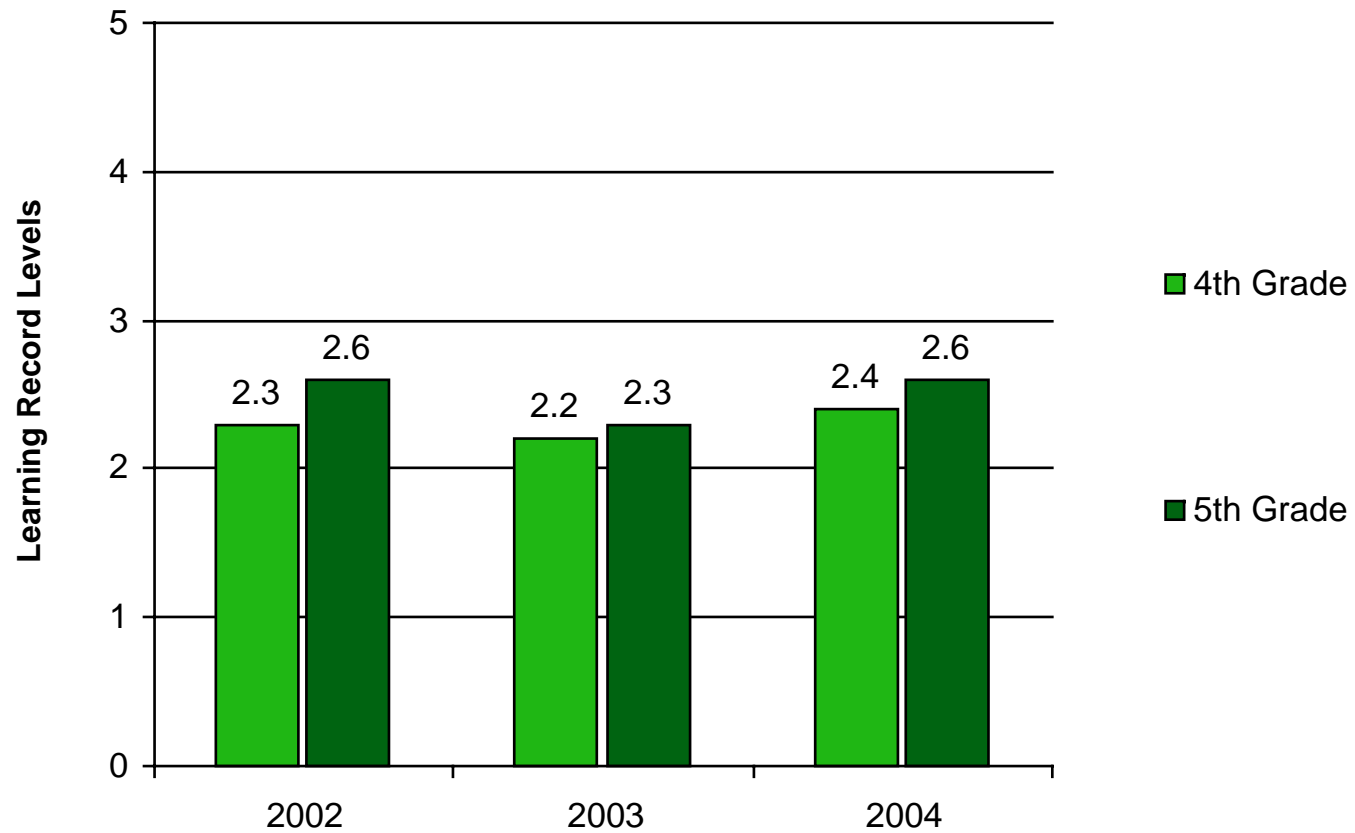
Reading Score: Grade Level Averages, Grades 4-5



Writing Score: Grade Level Averages, Grades K-3



Writing Score: Grade Level Averages, Grades 4-5

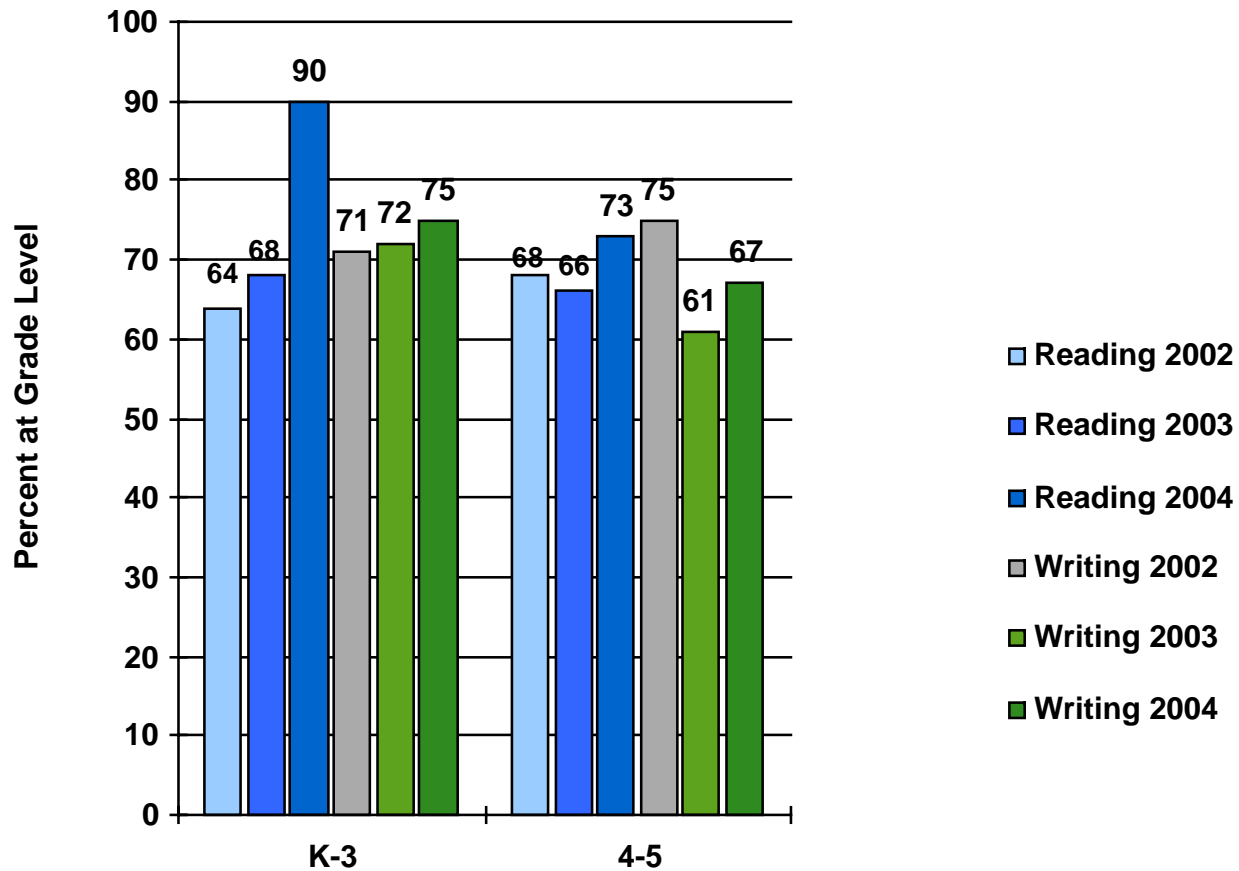


Overall Percent of Students Meeting/Exceeding Proficiency Levels

Learning Record Grade Level Expectations

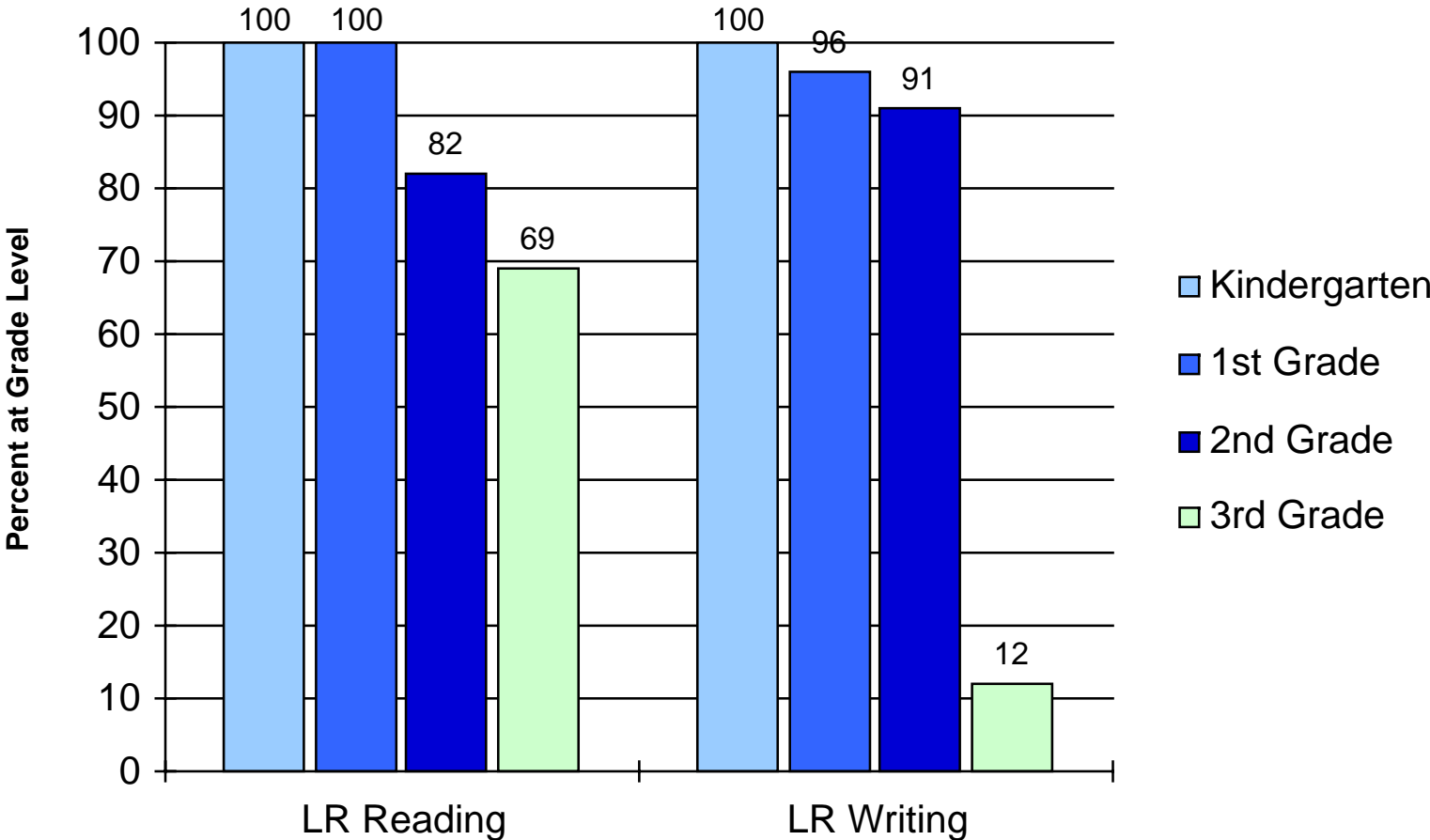
Scale 1 (Kinder: Level 1 1st: Level 2 2nd: Level 3 3rd: Level 4 reading;5 writing)

Scale 2 (4th: Level 2 5th: Level 3)



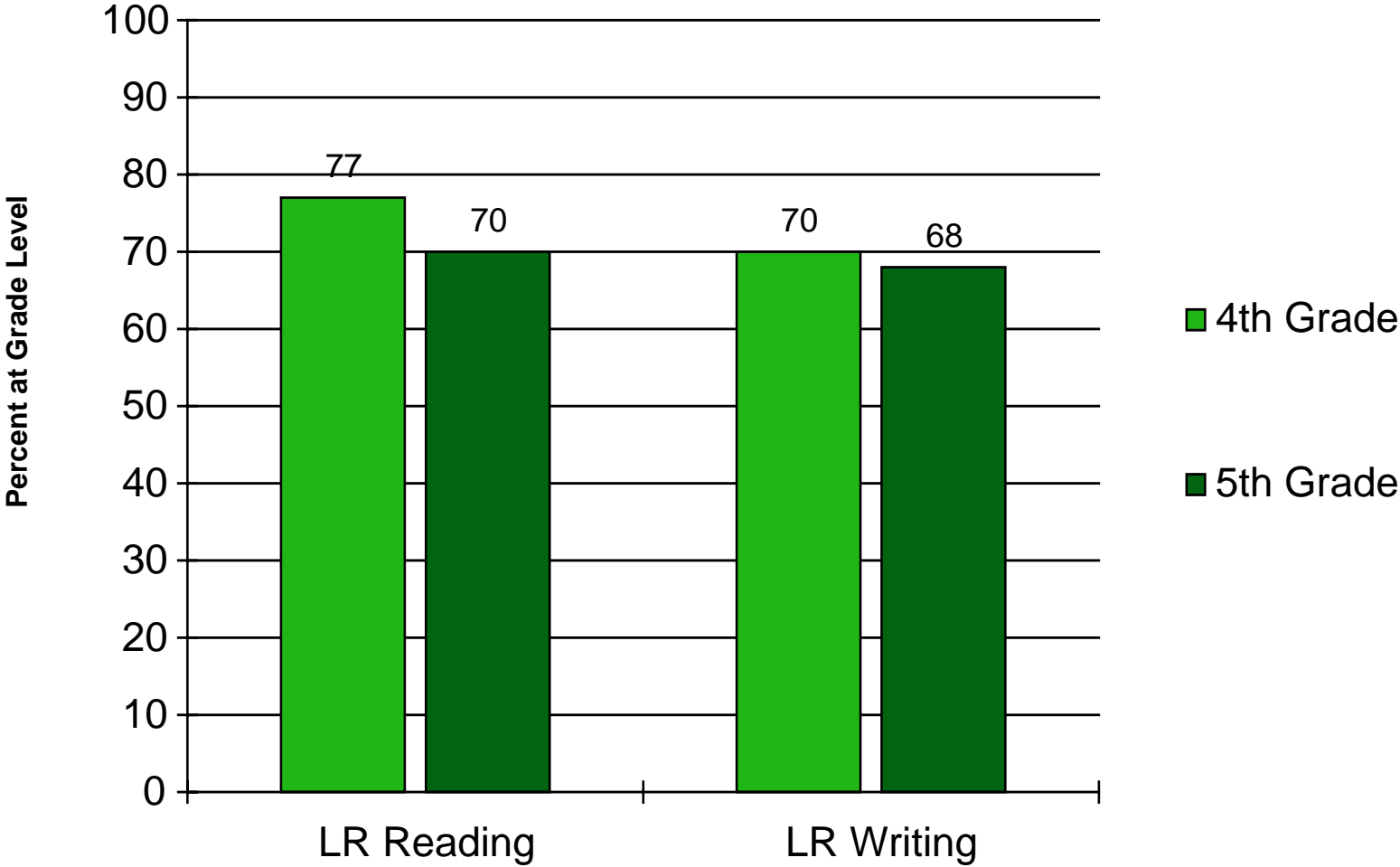
Percent of Students Meeting/Exceeding Proficiency by Grade

Scale 1



Percent of Students Meeting/Exceeding Proficiency by Grade

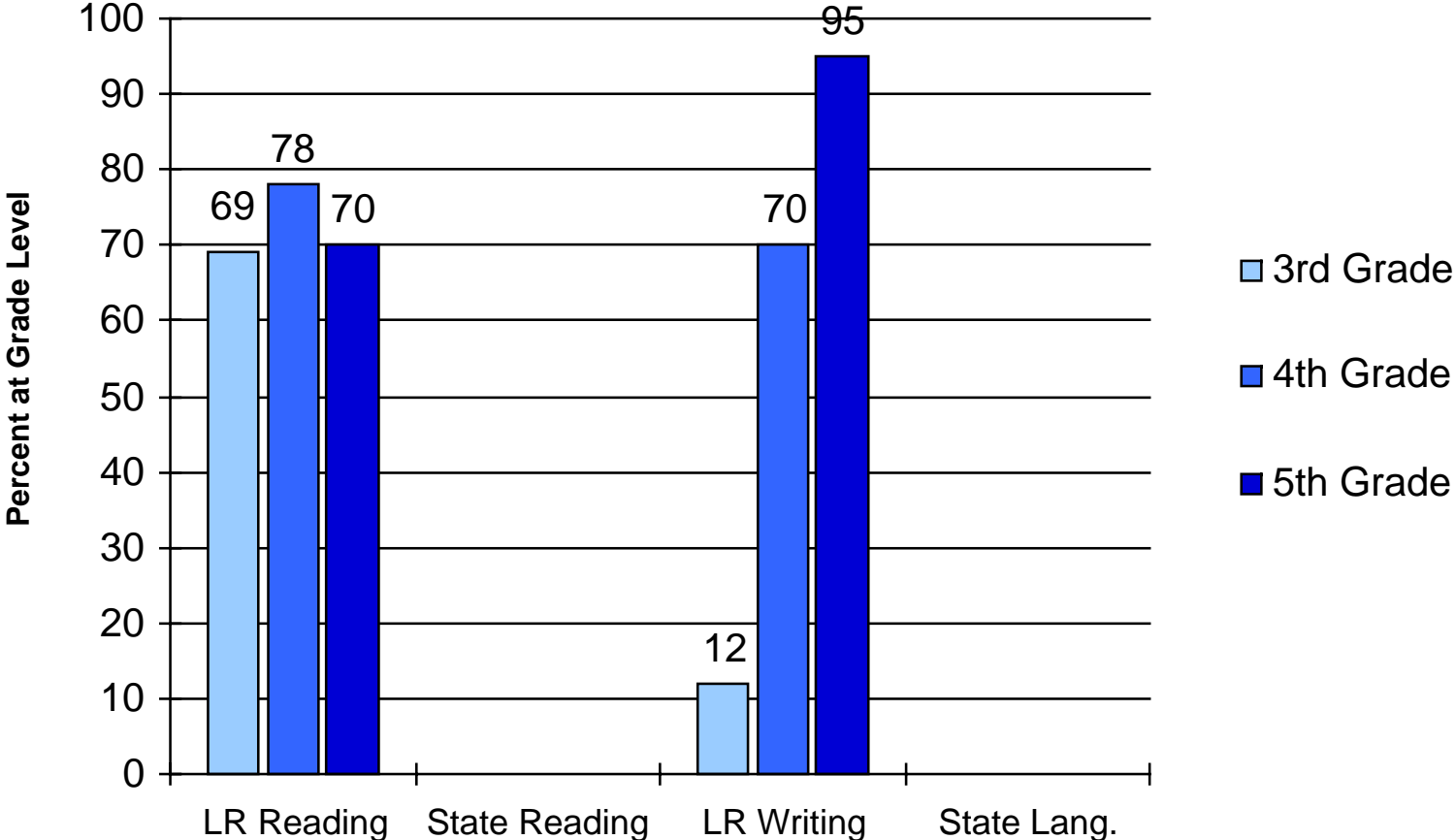
Scale 2



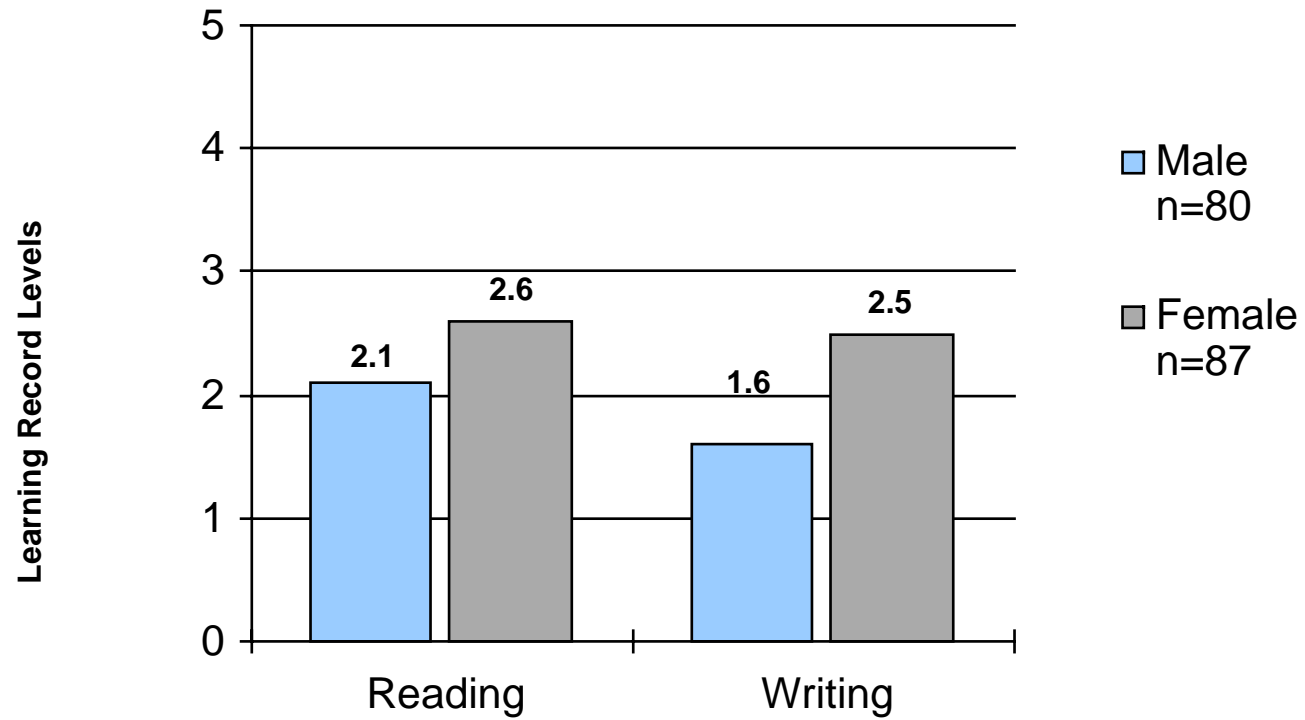
Comparison of Learning Record and State Reading and Writing Results

Percent Meeting Grade Level Standards, by Grade

(State result is shown as percent at or above 34 on state test.)

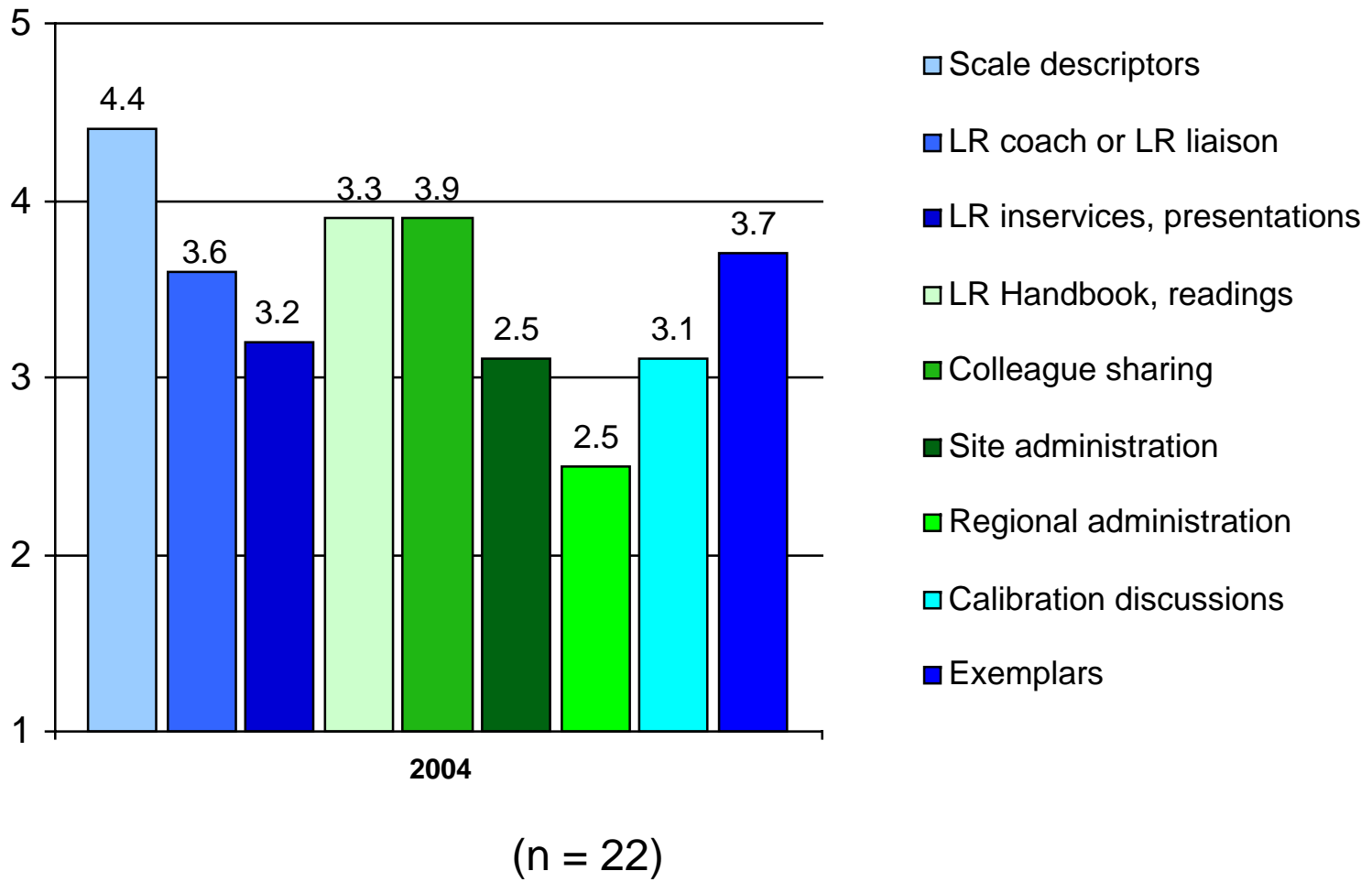


Learning Record Average Scores by Gender



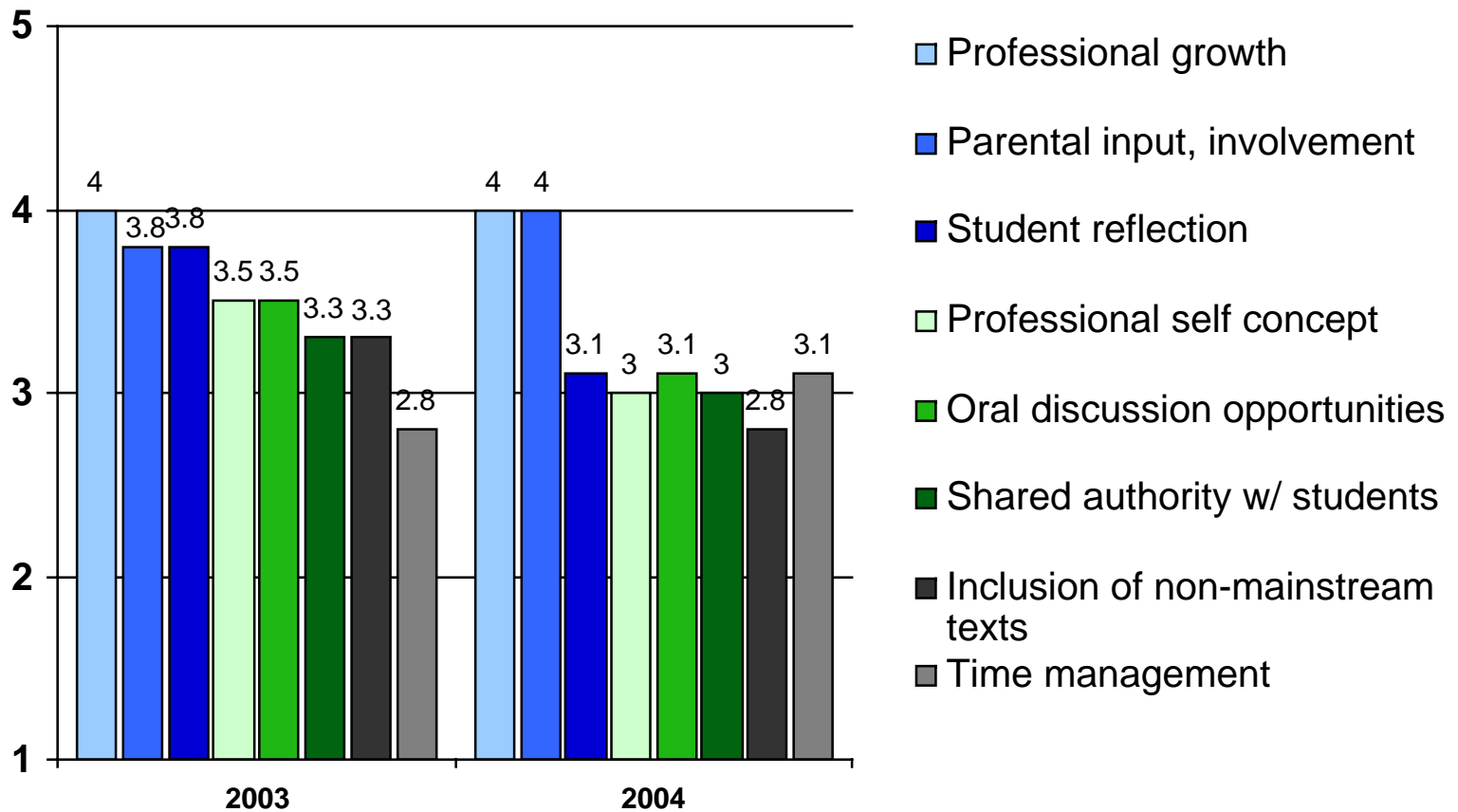
Learning Record Factors That Support Teachers

Teacher Responses—1 to 5: Not Supportive to Very Helpful



The Learning Record Has a Positive Impact on...

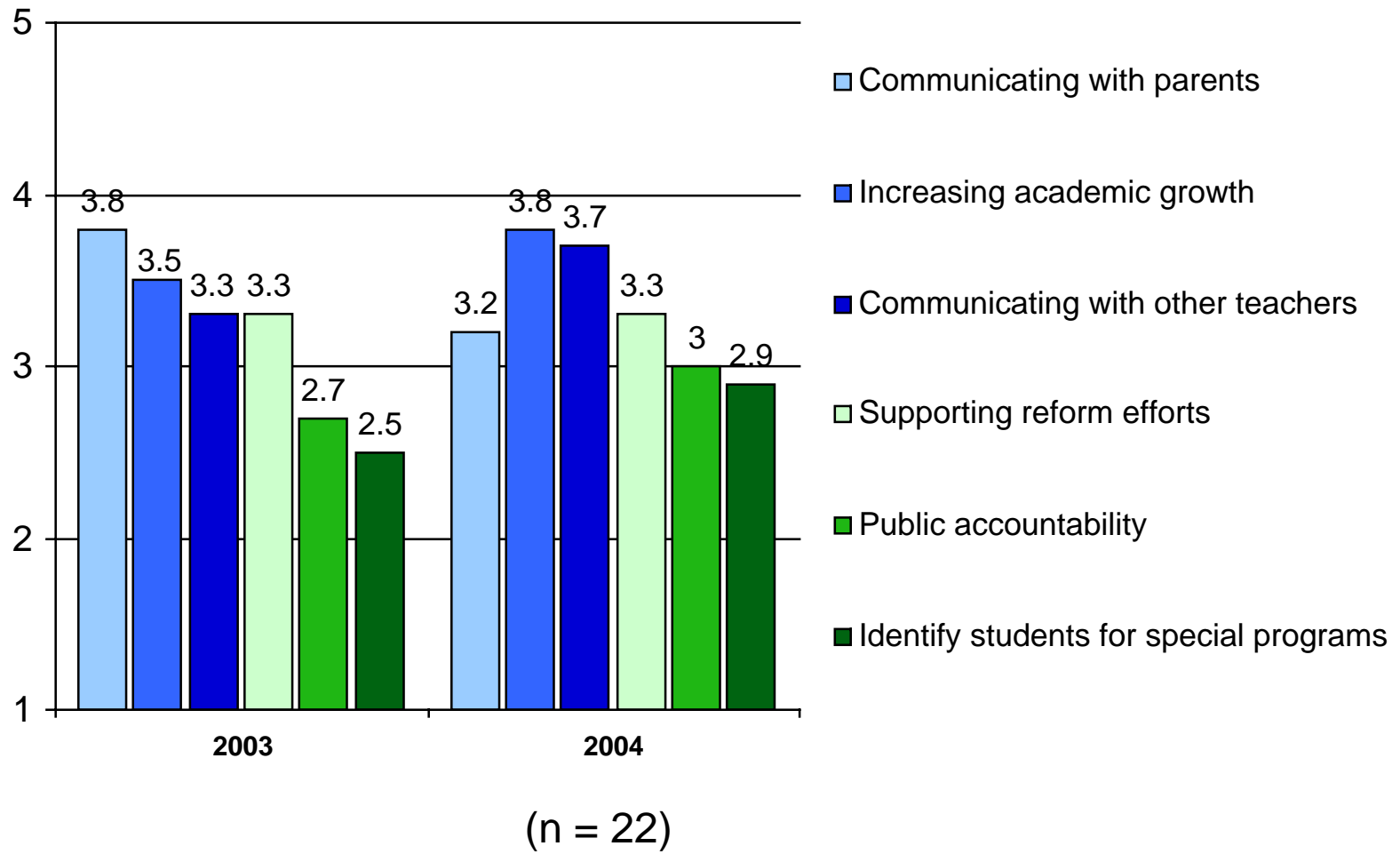
Teacher Responses—1 to 5: Not Supportive to Very Positive



(n = 22)

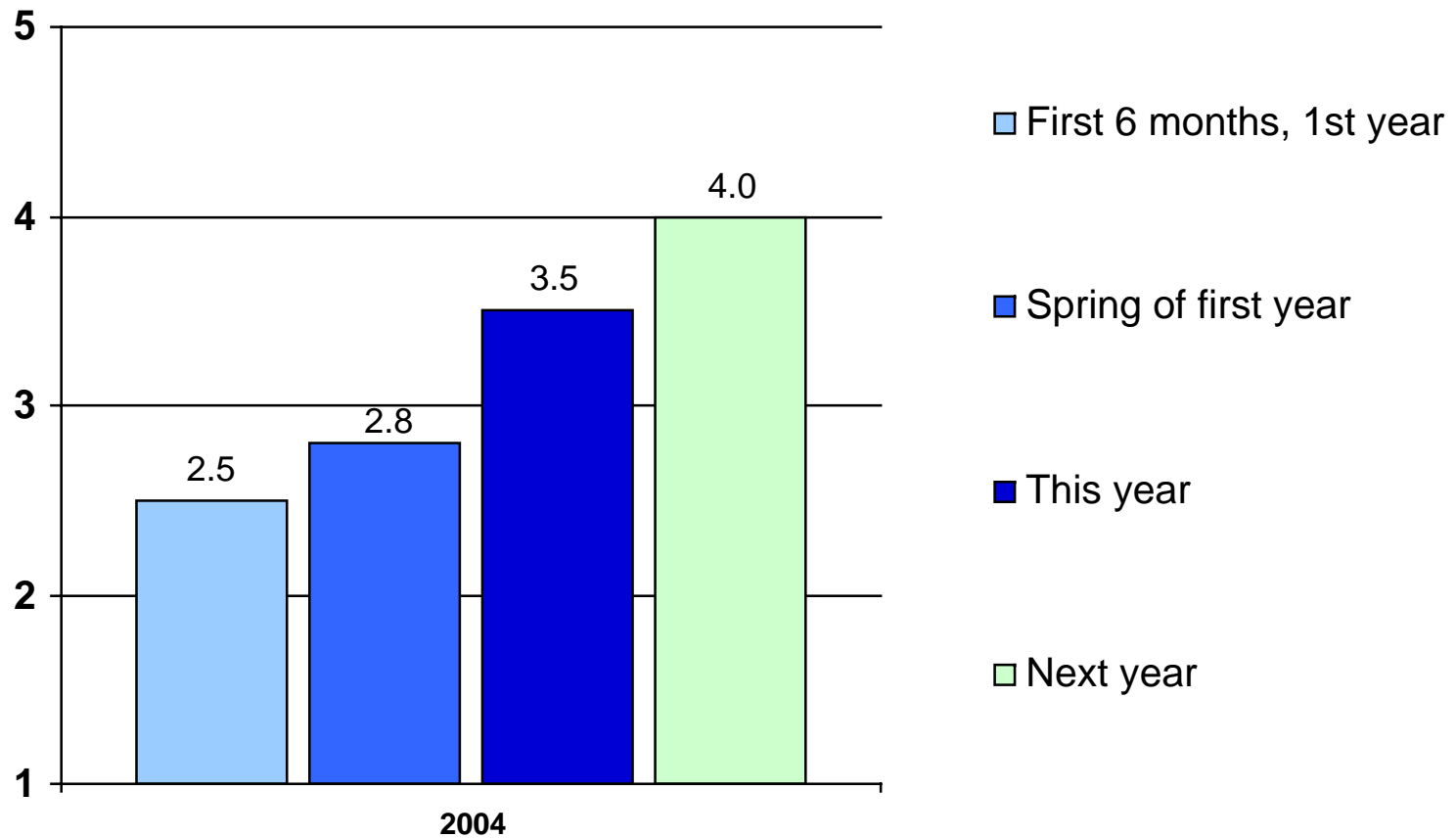
The Learning Record Was Used For...

Teacher Responses—1 to 5: Not Often to Definitely



How Teachers Feel/Felt about Implementing the LR

Teacher Responses—1 to 5: Apprehensive to Positive



(n = 22)

Literacy Instruction/Assessment Activities
 The **Most** Indicated in Learning Records
 Rated 1 to 5: Rarely to Very Frequently

Literal comprehension	4.8	4.2
Observations of oral discussions	4.8	4.2
Oral reading analysis : published passages	4.5	4.7
Reading log/ list Š sample pages, etc	4.5	4.4
Literature response/reflection samples	4.3	--
On-going data collection from fall and winter	4.3	4.7
Writing samples	4.3	4.8
Use of word analysis , grapho phon ic cues	4.3	4.2
Pleasure and interest in reading and writing	4.3	4.2
Silent reading comprehension	--	4.2
Context cues	--	4.2
Awareness of print concepts	--	4.5
Sound -symbol awareness/patterns/rhyming	--	4.4

20 03

2004

(n = 22)

Literacy Instruction/Assessment Activities
 The **Least** Indicated in Learning Records

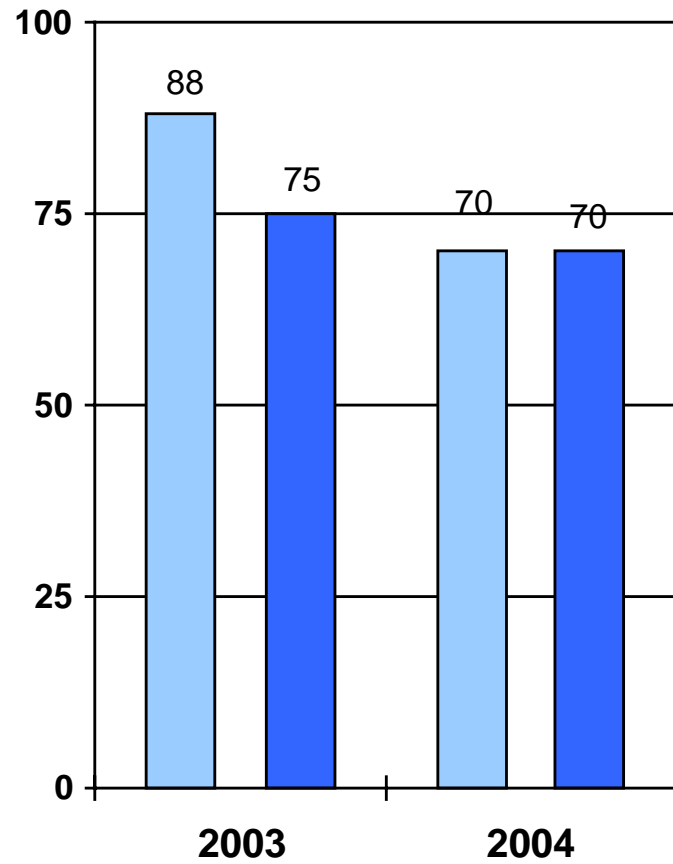
2003 2004

Conclusions/opinions backed by evidence	2.8	--
In-depth, nuanced self-reflections	2.8	2.9
Student-led conferences/discussions	2.8	--
Cloze procedures	2.5	2.7
Integrated or cross-curriculum thematic units	2.5	--
Uses input from others to improve	2.5	--
Reader/Writer workshop letters/self reflections	2.5	--
Vocabulary Š logs, dictionaries, webs	2.3	--
Appropriate/rigorous student-developed literacy goals	2.3	3.0
Semantic mapping or storyboarding	2.0	3.3
Parent response to writing/portfolios	2.0	3.1
Analysis--author prejudice, ambiguity, irony, etc	--	3.1
Critical analysis, synthesis shown	--	3.2
Nuanced responses, conclusions, inferences	4.3	3.2

(n = 22)

Consistency in Scoring Records

Agreement Between
Teacher Scores and
Moderation Scores
Percent Validated by
Moderation Readers



Reading
Writing

2004 n=20