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 from the Center for Language in Learning.

• This Power Point presentation is being sent to the site administrator and the Learning Record coach.
_______ High School

Development of Literacy and Use of the Learning Record

School Year, 2003-2004

Prepared by the Center for Language in Learning
www.learningrecord.org
Major Findings


2. A majority of HS students with Learning Records attained grade level proficiency... 58% in reading, 55% in writing.

3. Disaggregated reports of Learning Record placements expose differences at particular grade levels. Special education program students showed growth.

4. Mean Learning Record scores, disaggregated by gender, ethnicity, and school programs, indicate progress in closing the gender gap and in raising or maintaining the achievement of most majority and minority group learners. Hispanic and black student scores plateaued below the achievement levels of others.

5. Teachers report the Learning Record had a positive impact on professional growth and student learning with highest marks given for its role in encouraging student responsibility for their own learning and its support for oral language discussion groups. More use of the LR to promote parent involvement is notable.

6. Teachers report that they utilize a wide variety of strategies linked to literacy theory and best practices. Especially noteworthy are uses of strategies promoting metacognition and higher level thinking.

7. Teachers felt positive about their use of the LR this year but only a moderate degree of enthusiasm about using it in 2004-2005.

8. Teachers scored records more consistently than in 2003, resulting in a high degree of correlation between their scores and moderation final scores.
Reading Score: Grade Level Averages

Learning Record Levels

N = 2098 in 2004
Writing Score: Grade Level Averages

N = 2096 in 2004
2002 to 2004 Average Reading Score

Cohort Scores for Each Grade Level

(Previous Year Scores Represent 1 Grade Level Lower)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>2.3</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>11th Grade</td>
<td>2.7</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>12th Grade</td>
<td>3.2</td>
<td>3.5</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Grade Level Expectation
2002 to 2004 Average Writing Score

Cohort Scores for Each Grade Level

(Previous Year Scores Represent 1 Grade Level Lower)
Overall Percent of Students Meeting/Exceeding Proficiency Levels

Learning Record Grade Level Expectations

9th: Level 2   10th: Level 3   11th: Level 4   12th: Level 4

Percent at Grade Level

Year       Reading  Writing
2001       66%      59%
2002       64%      66%
2003       60%      59%
2004       58%      55%

Legend:
- Reading
- Writing
Learning Record Average Scores by Gender

![Bar Chart]

- **Reading 02**: Male 2.3, Female 3.1
- **Reading 03**: Male 2.7, Female 3.2
- **Reading 04**: Male 3, Female 3.2
- **Writing 02**: Male 2.6, Female 3
- **Writing 03**: Male 2.7, Female 3
- **Reading 04**: Male 2.6, Female 3

Legend:
- **Male**
- **Female**
Learning Record Average Scores by Ethnicity

Learning Record Levels

- White
- Hispanic
- Black
- South East Asian
- Filipino
- Japanese/Chinese

Reading 03: 3
Reading 04: 3
Writing 03: 3
Writing 04: 3
Learning Record Average Scores by Special Program

<table>
<thead>
<tr>
<th></th>
<th>Special Ed</th>
<th>English Learner</th>
<th>Migrant Ed</th>
<th>RFEP</th>
<th>Gifted &amp; Talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 03</td>
<td>1.4</td>
<td>2.2</td>
<td>3.2</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Reading 04</td>
<td>1.8</td>
<td>2.2</td>
<td>3.2</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Writing 03</td>
<td>1.6</td>
<td>2.1</td>
<td>3.3</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>Writing 04</td>
<td>1.7</td>
<td>2.2</td>
<td>3.0</td>
<td>3.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>
Factors That Support Teachers Implementing the Learning Record

Teacher Responses (29 surveys)—1 to 5: Not Supportive to Very Supportive

- 4.4
- 4.2
- 4.2
- 4.2
- 4.1
- 3.8
- 3.7
- 3

Scale descriptors
- LR Handbook, readings
- LR coach, liaison
- Calibration discussions
- Exemplars
- Regional, district administrators
- Colleague sharing, discussions
- LR inservices, presentations
- Site administration

2004
The Learning Record Has a Positive Impact on...

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

- Shared authority w/ students
- Professional growth
- Professional self concept
- Student reflection
- Oral discussion opportunities
- Parental input, involvement
- Time management
- Inclusion of non-mainstream texts
The Learning Record Is Most Useful For...

Teacher Responses (29 surveys)—1 to 5: Not Useful to Very Useful
Teachers’ Attitudes Toward Implementing the Learning Record

Teacher Responses—1 to 5: Apprehensive to Very Positive

- First 6 months, 1st year: 2.9
- Spring of 1st year: 3.7
- End of second, third, or fourth year: 4.2
- Next year: 3.3

Year: 2004
# Literacy Instruction/Assessment Activities

**The Most Indicated in Learning Records**

Rated 1 to 5: Rarely to Very Frequently

<table>
<thead>
<tr>
<th>Literacy Indicators</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Samples</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Literature response/reflection samples</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Reading log/list</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Paired small and large group contexts</td>
<td>4.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Observations and oral discussions</td>
<td>4.4</td>
<td>--</td>
</tr>
<tr>
<td>On-going data collection from fall and winter</td>
<td>4.4</td>
<td>4.9</td>
</tr>
<tr>
<td>Literacy conferences with students</td>
<td>--</td>
<td>4.4</td>
</tr>
<tr>
<td>Writing in drafts over time</td>
<td>--</td>
<td>4.7</td>
</tr>
<tr>
<td>Group discussions to extend understanding</td>
<td>--</td>
<td>4.5</td>
</tr>
<tr>
<td>Editing of own writing</td>
<td>--</td>
<td>4.6</td>
</tr>
<tr>
<td>Uses input of others to improve</td>
<td>--</td>
<td>4.6</td>
</tr>
</tbody>
</table>
The **Least** Indicated in Learning Records

Rated 1 to 5: Rarely to Very Frequently

<table>
<thead>
<tr>
<th>Literacy Indicators</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of basic instant sight words</td>
<td>2.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Cloze procedures</td>
<td>2.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Oral reading analysis</td>
<td>3.0</td>
<td>--</td>
</tr>
<tr>
<td>Integrated or cross-curriculum thematic units</td>
<td>3.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Parent input on home literacies</td>
<td>3.2</td>
<td>--</td>
</tr>
<tr>
<td>Sound-symbol awareness/patterns/rhyming</td>
<td>3.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Parent response to writing/portfolios</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Word families, structural analysis, word sorts</td>
<td>3.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Connections between media computers, music, etc.</td>
<td>3.5</td>
<td>--</td>
</tr>
</tbody>
</table>
Consistency in Scoring Records

Agreement Between Teacher Scores and Moderation Scores

Percent Validated by Moderation Readers

N in 2004 = 66