

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

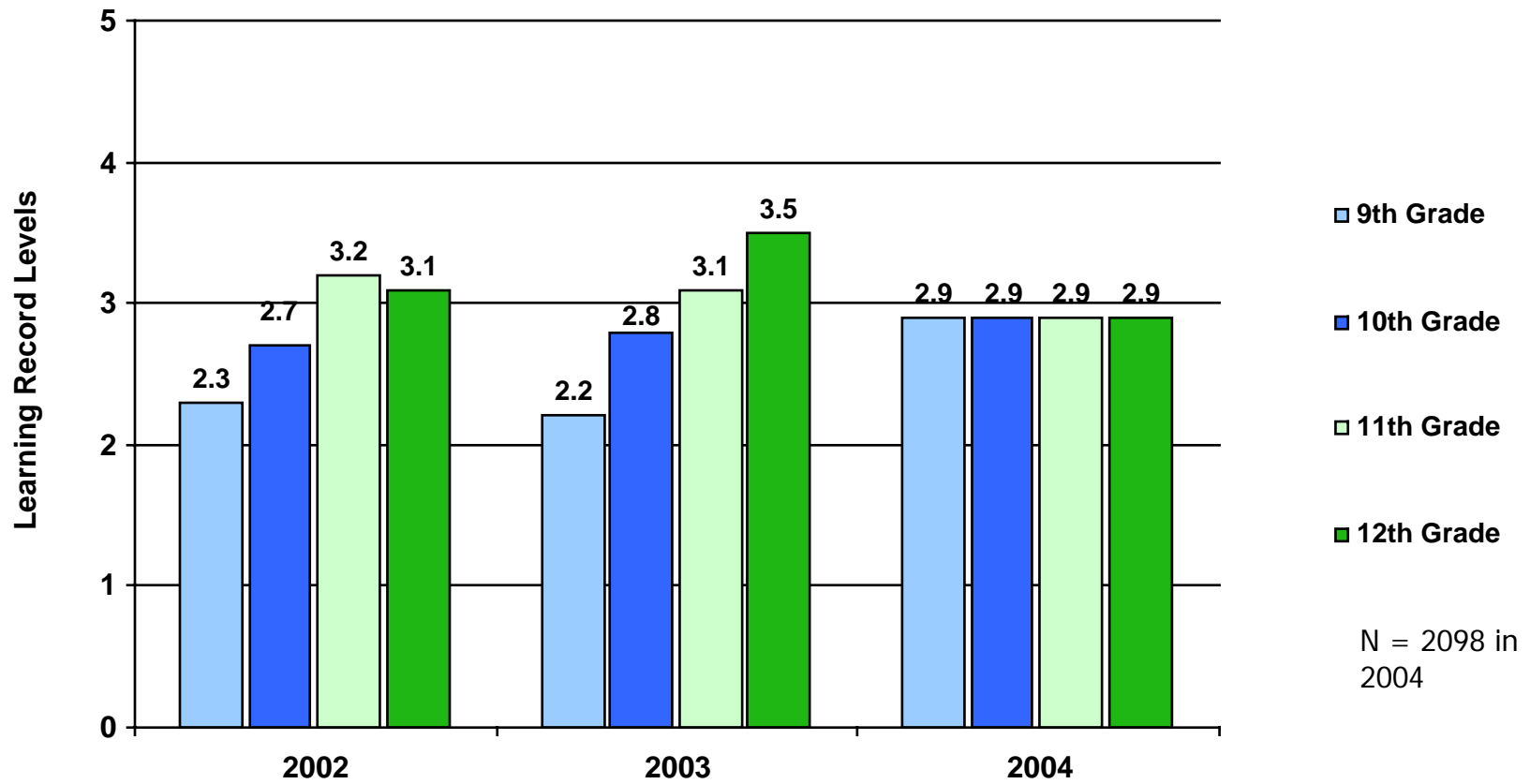
School Year, 2003-2004

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

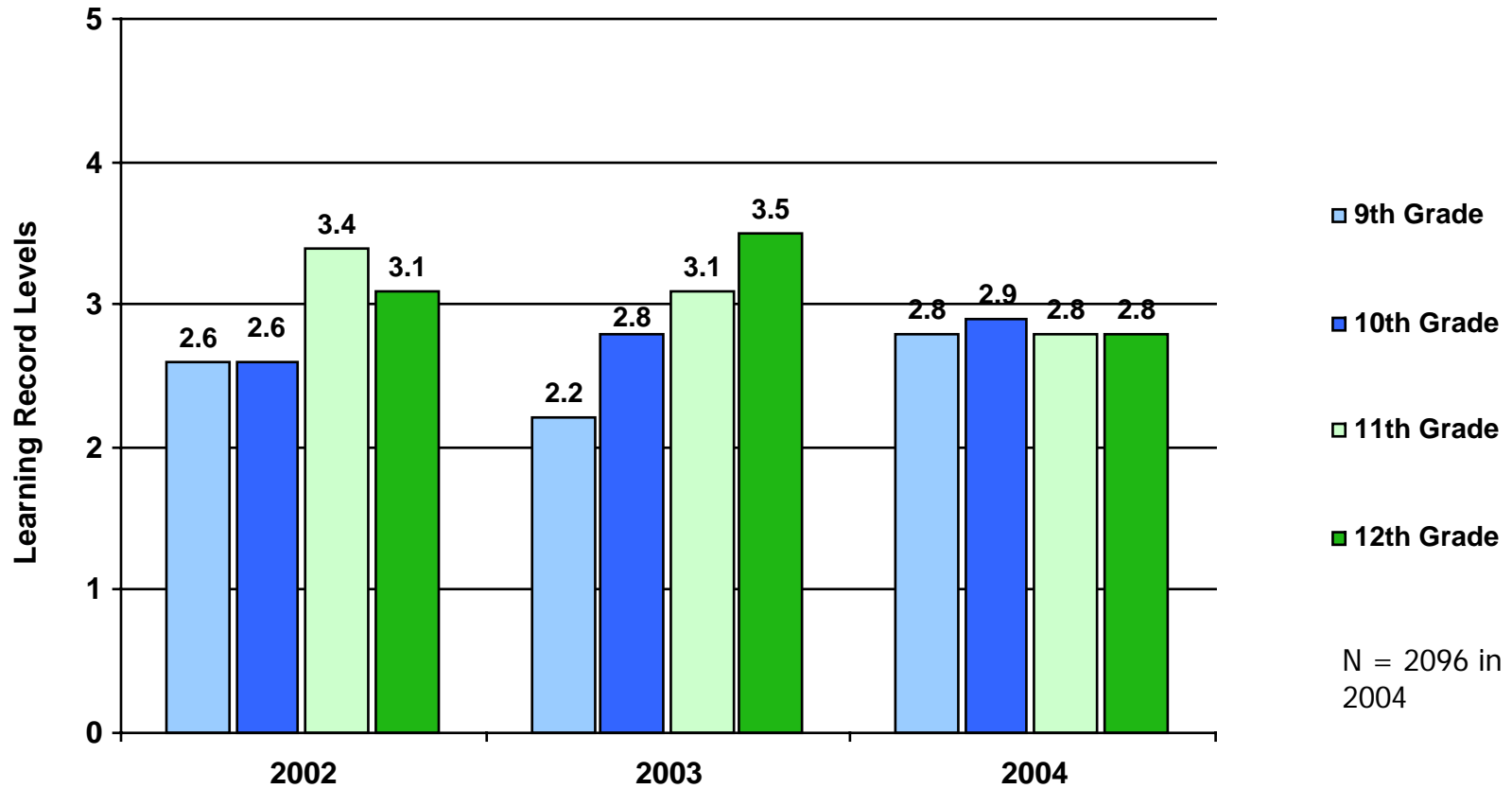
Major Findings

1. Learning Record schoolwide mean scores in reading and writing flattened in 2003-2004.
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



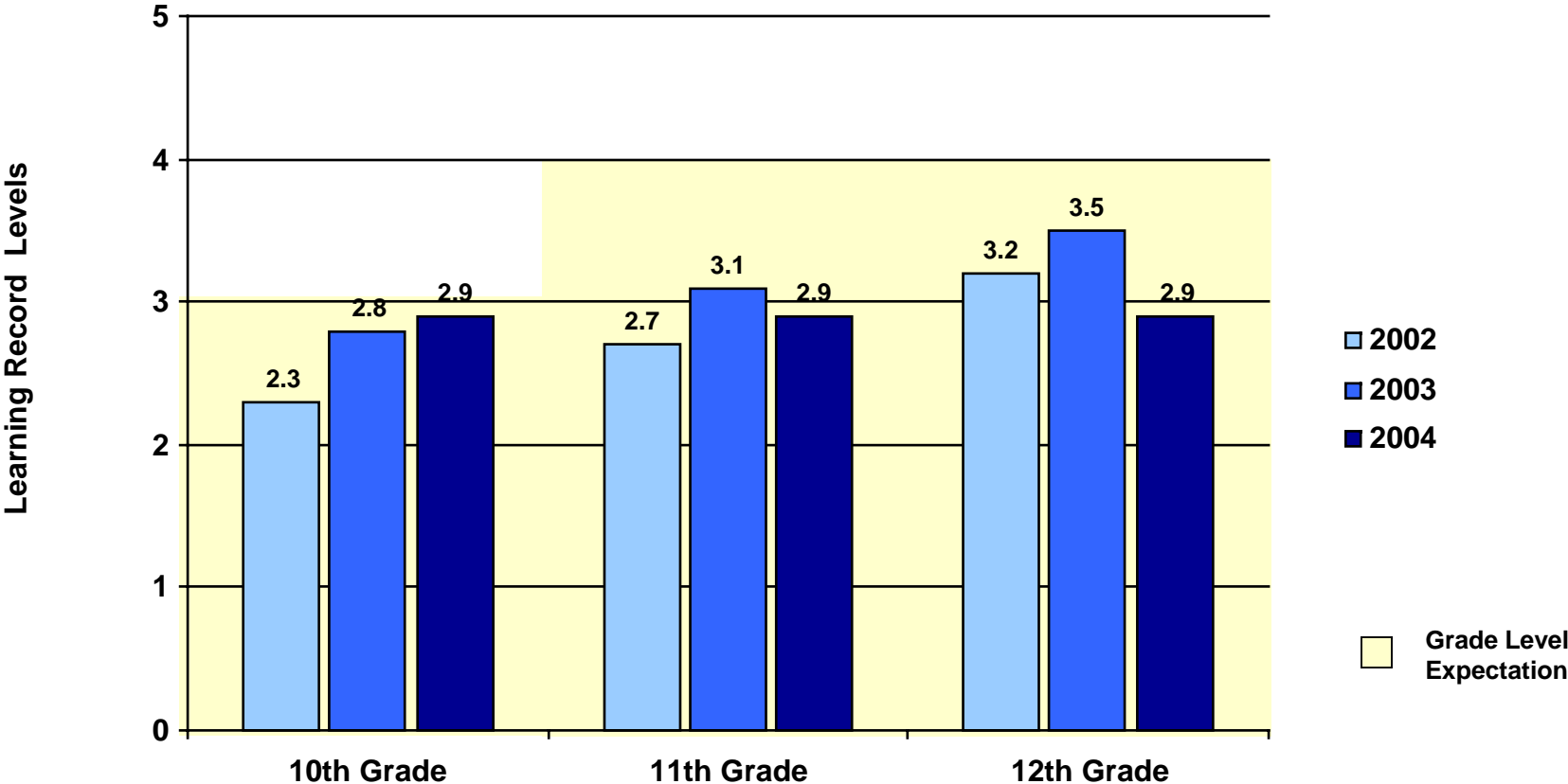
Writing Score: Grade Level Averages



2002 to 2004 Average Reading Score

Cohort Scores for Each Grade Level

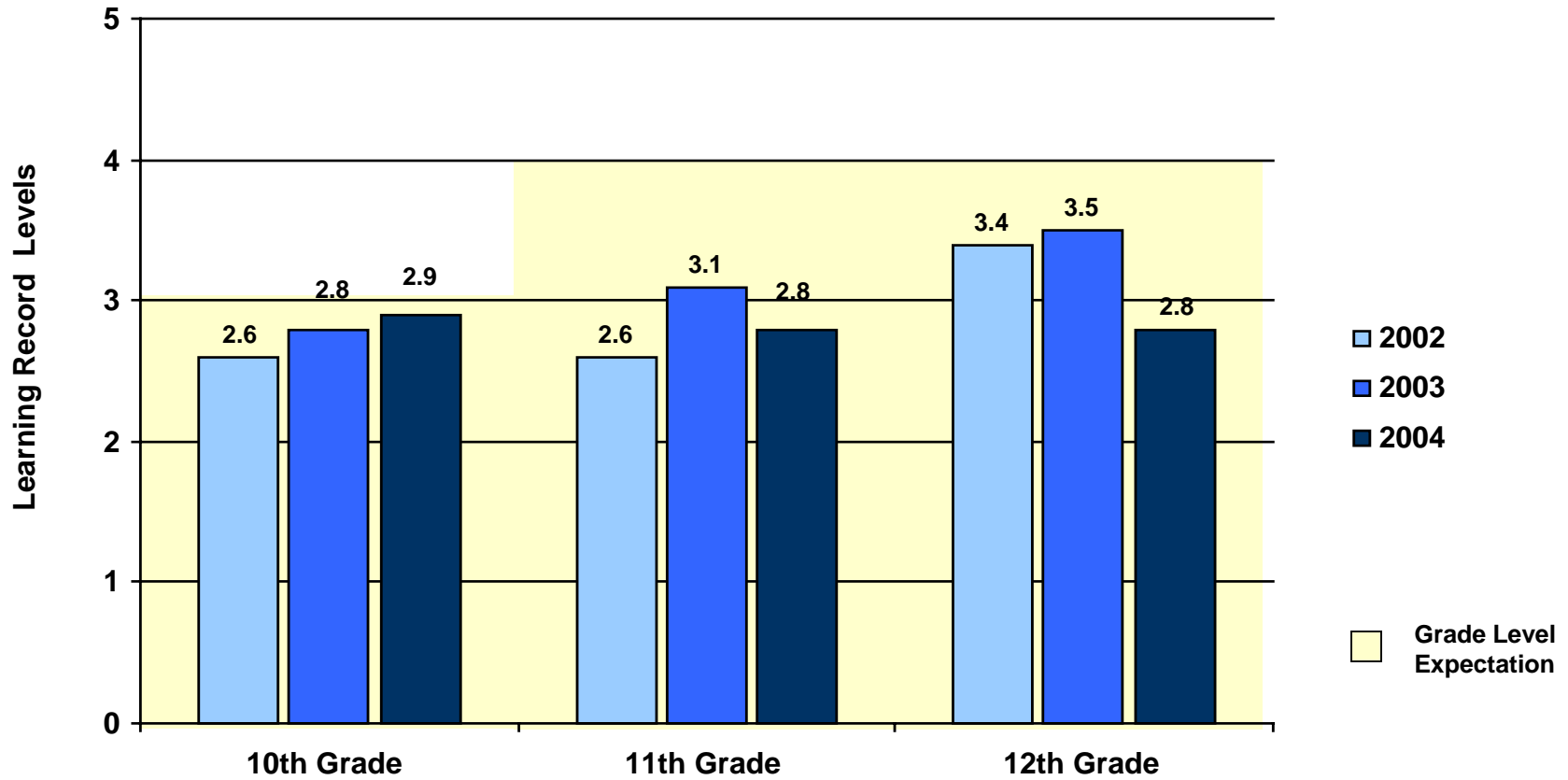
(Previous Year Scores Represent 1 Grade Level Lower)



2002 to 2004 Average Writing Score

Cohort Scores for Each Grade Level

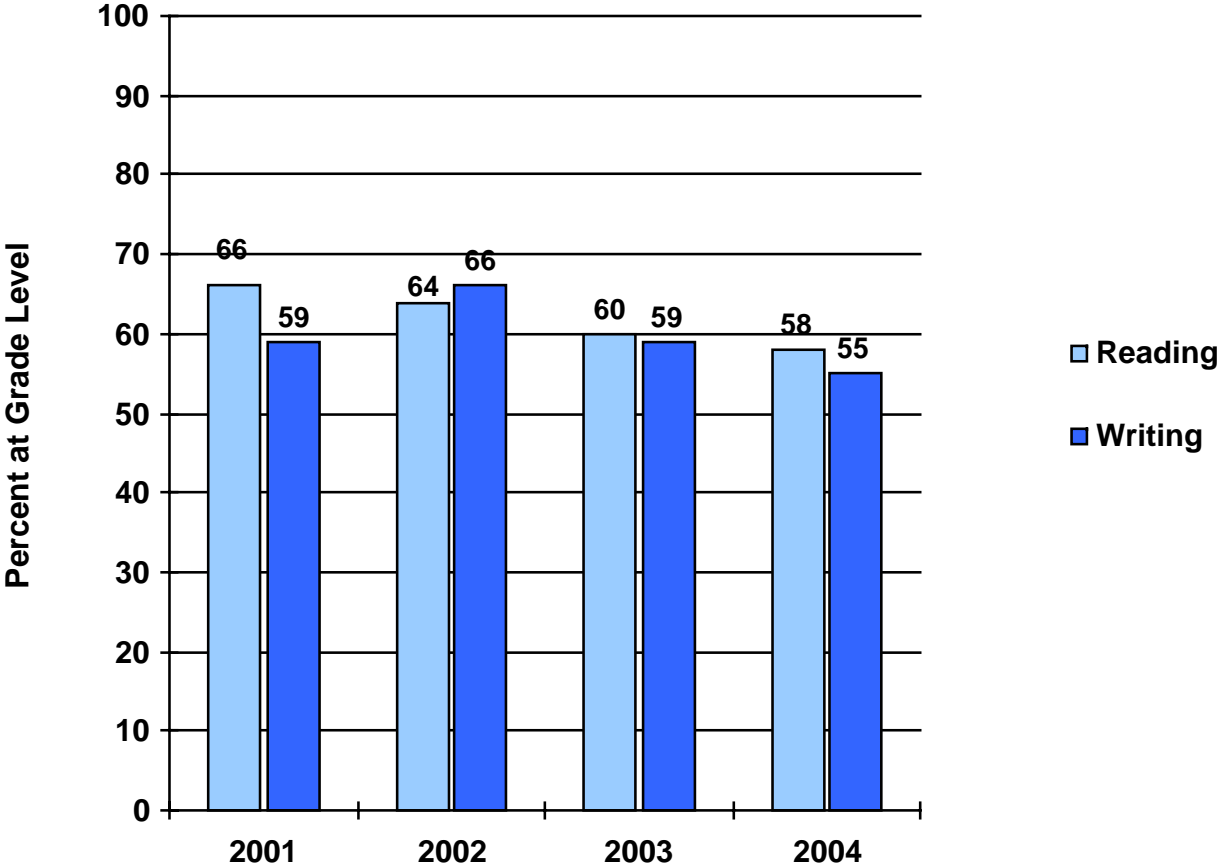
(Previous Year Scores Represent 1 Grade Level Lower)



Overall Percent of Students Meeting/Exceeding Proficiency Levels

Learning Record Grade Level Expectations

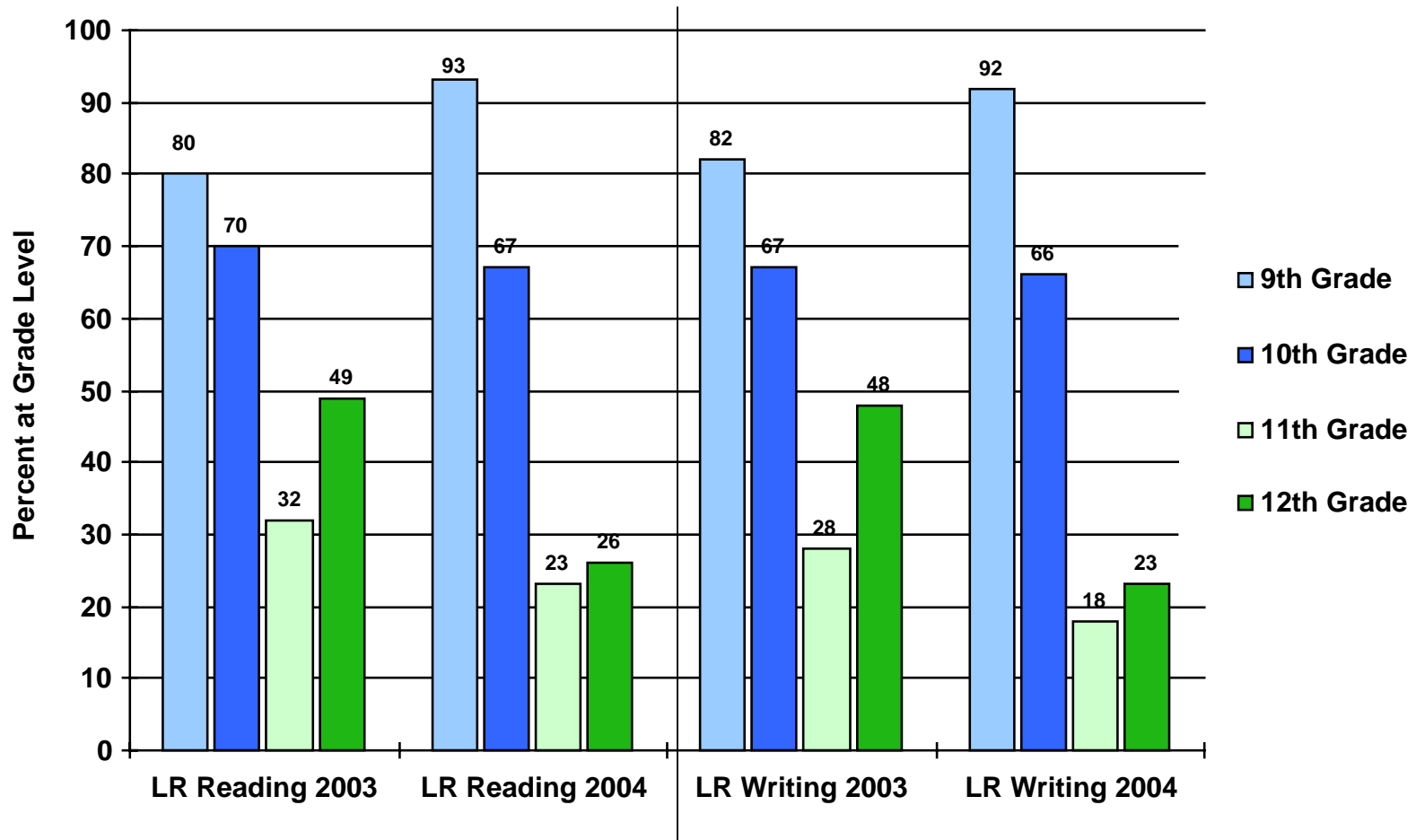
9th: Level 2 10th: Level 3 11th: Level 4 12th: Level 4



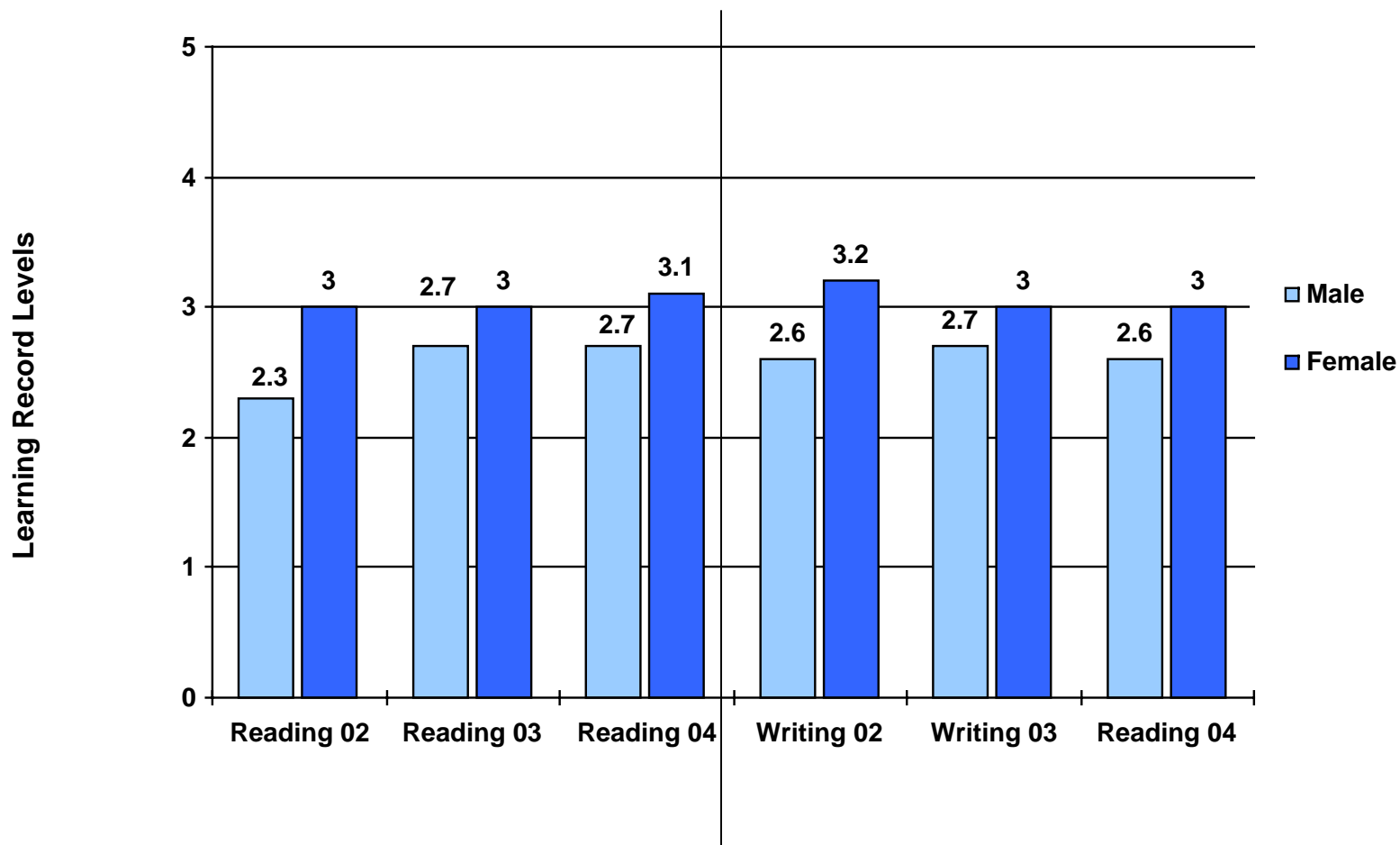
Percent of Students Meeting/Exceeding Proficiency by Grade

Learning Record Grade Level Expectations

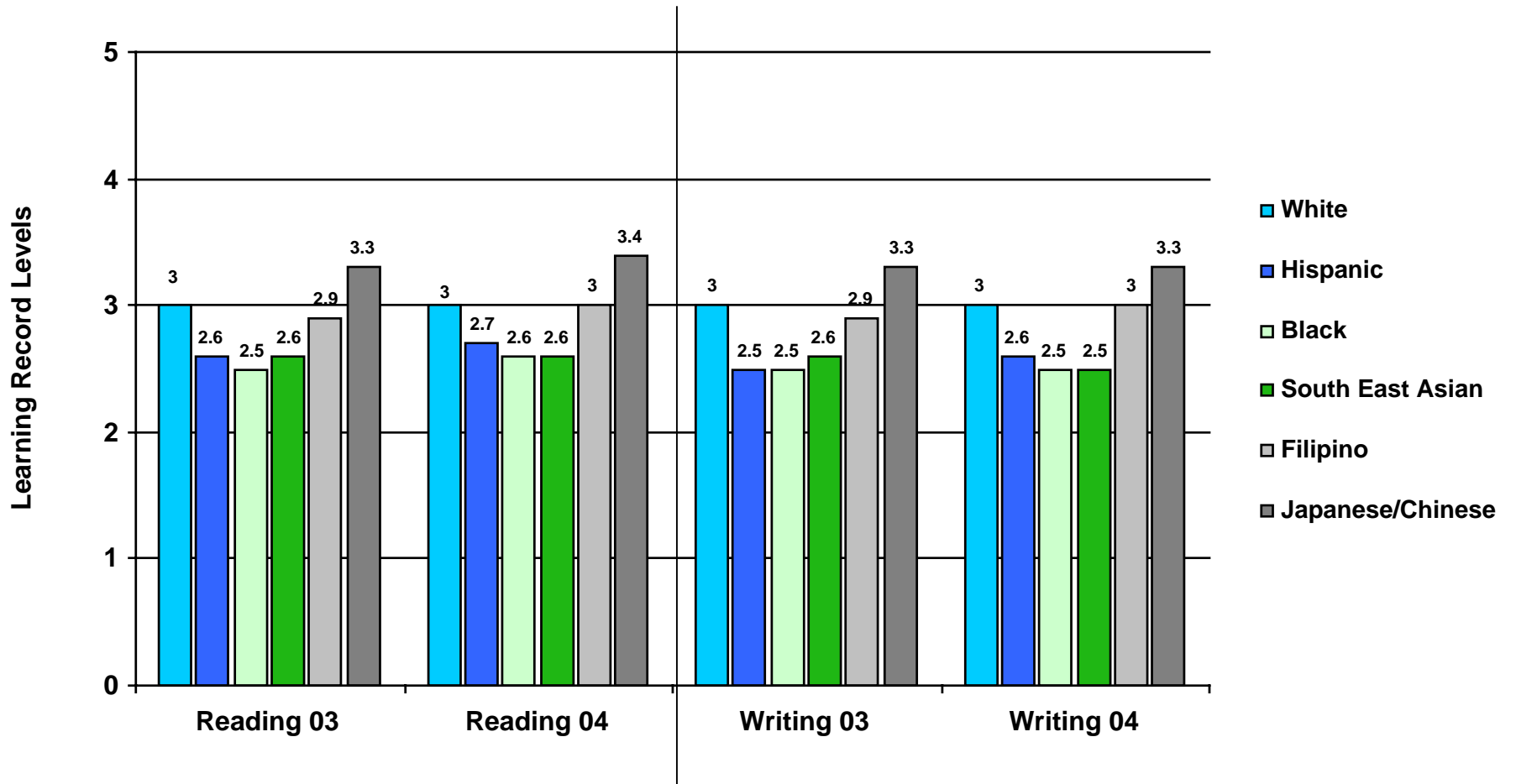
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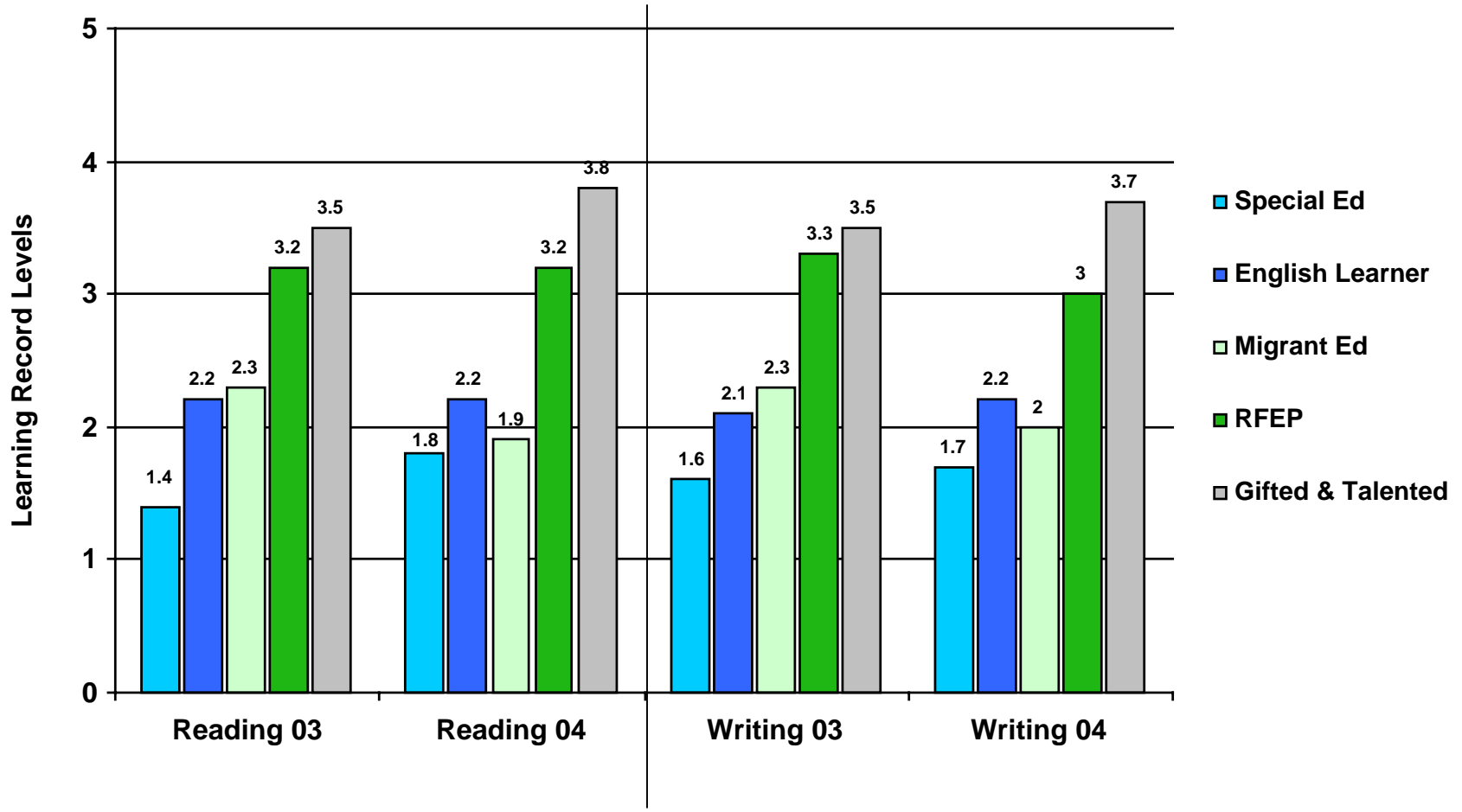
Learning Record Average Scores by Gender



Learning Record Average Scores by Ethnicity

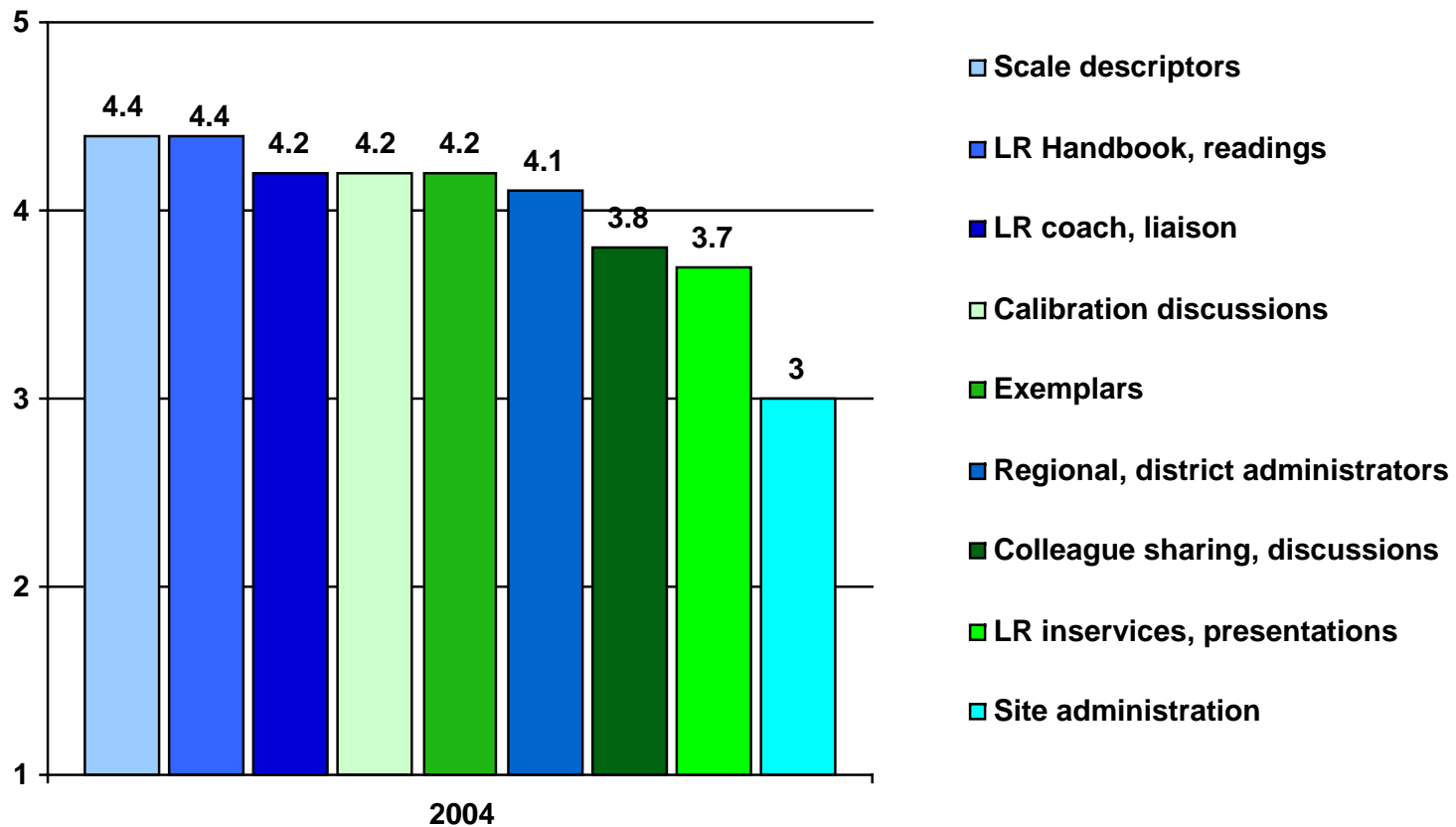


Learning Record Average Scores by Special Program



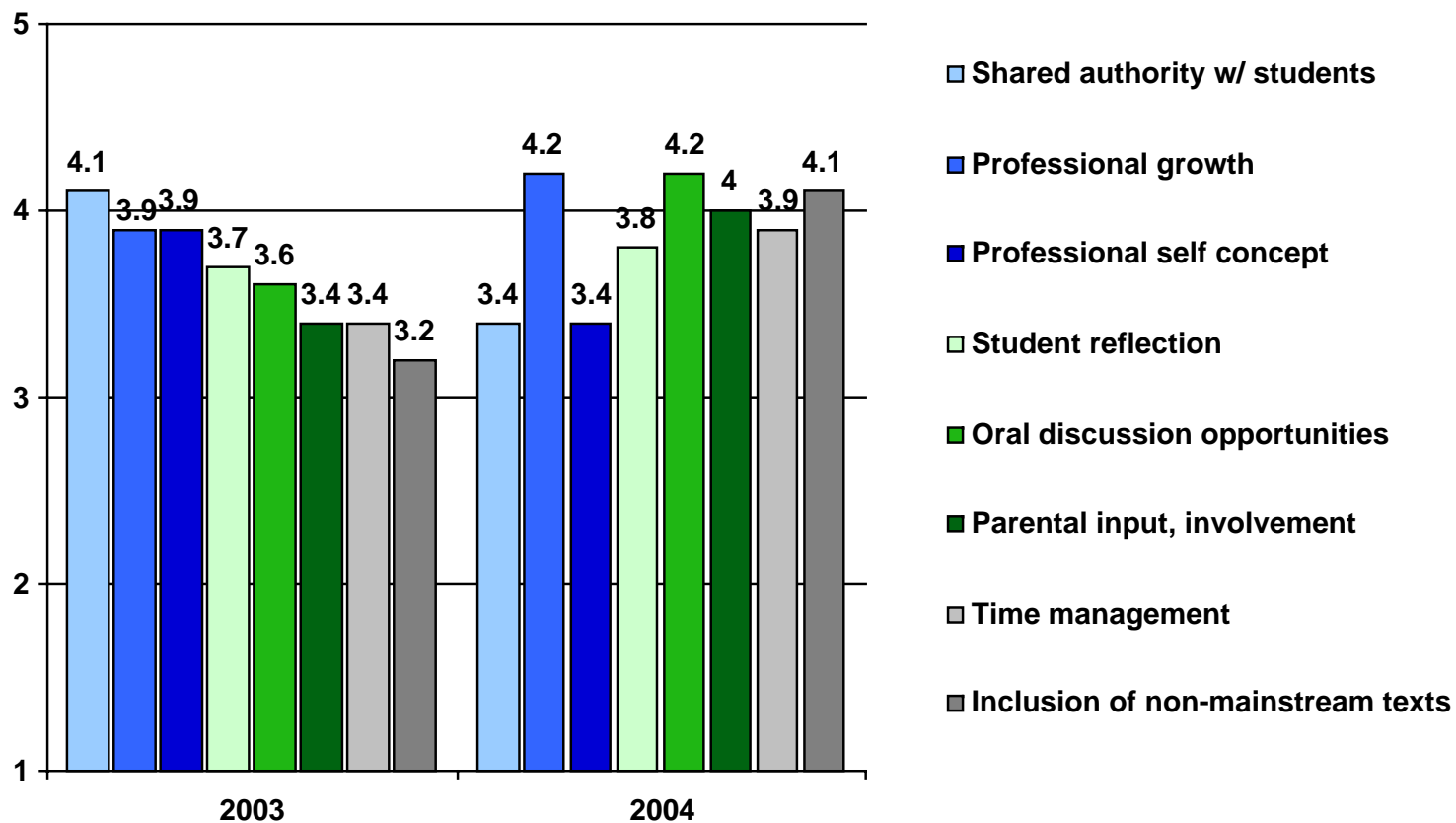
Factors That Support Teachers Implementing the Learning Record

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



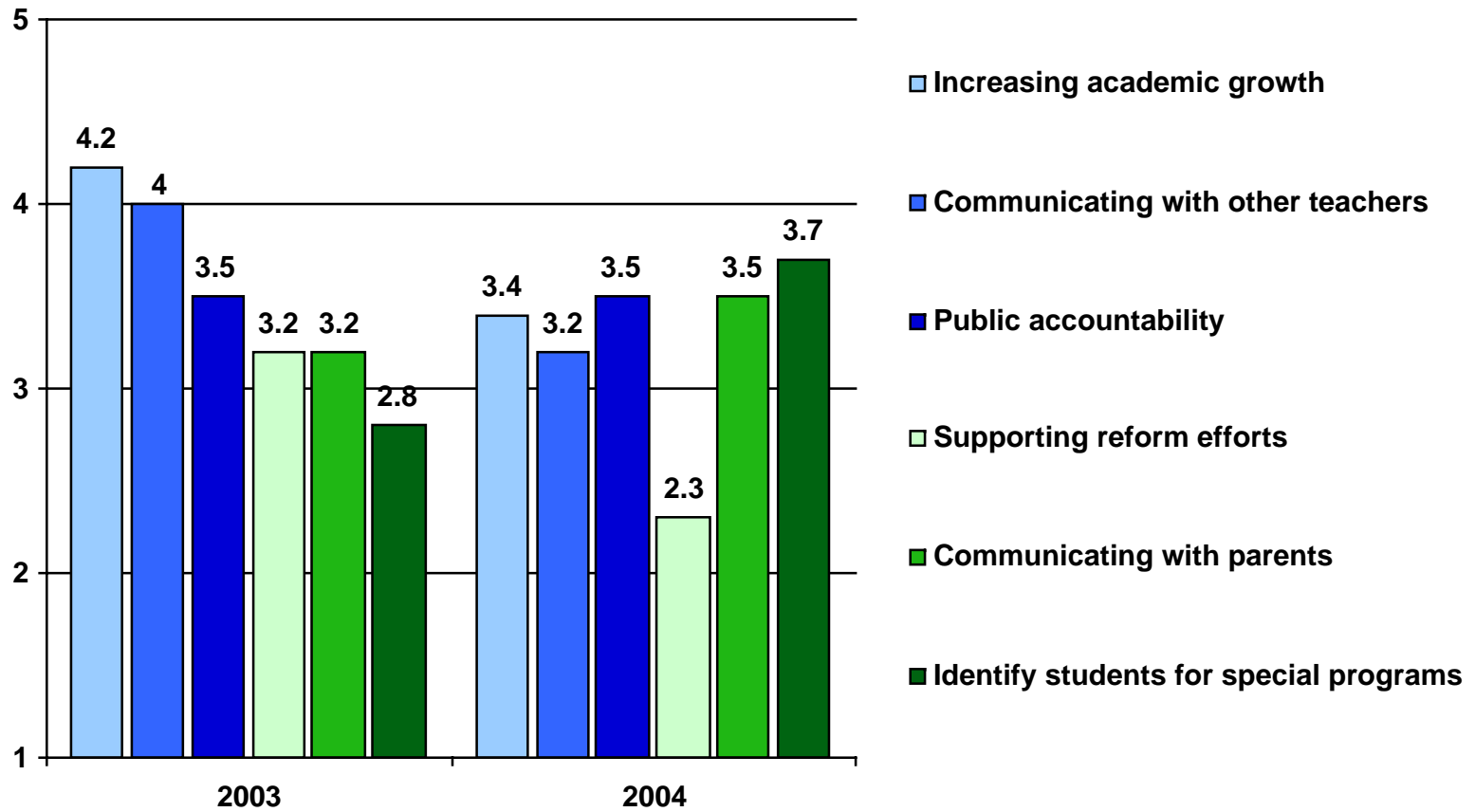
The Learning Record Has a Positive Impact on...

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



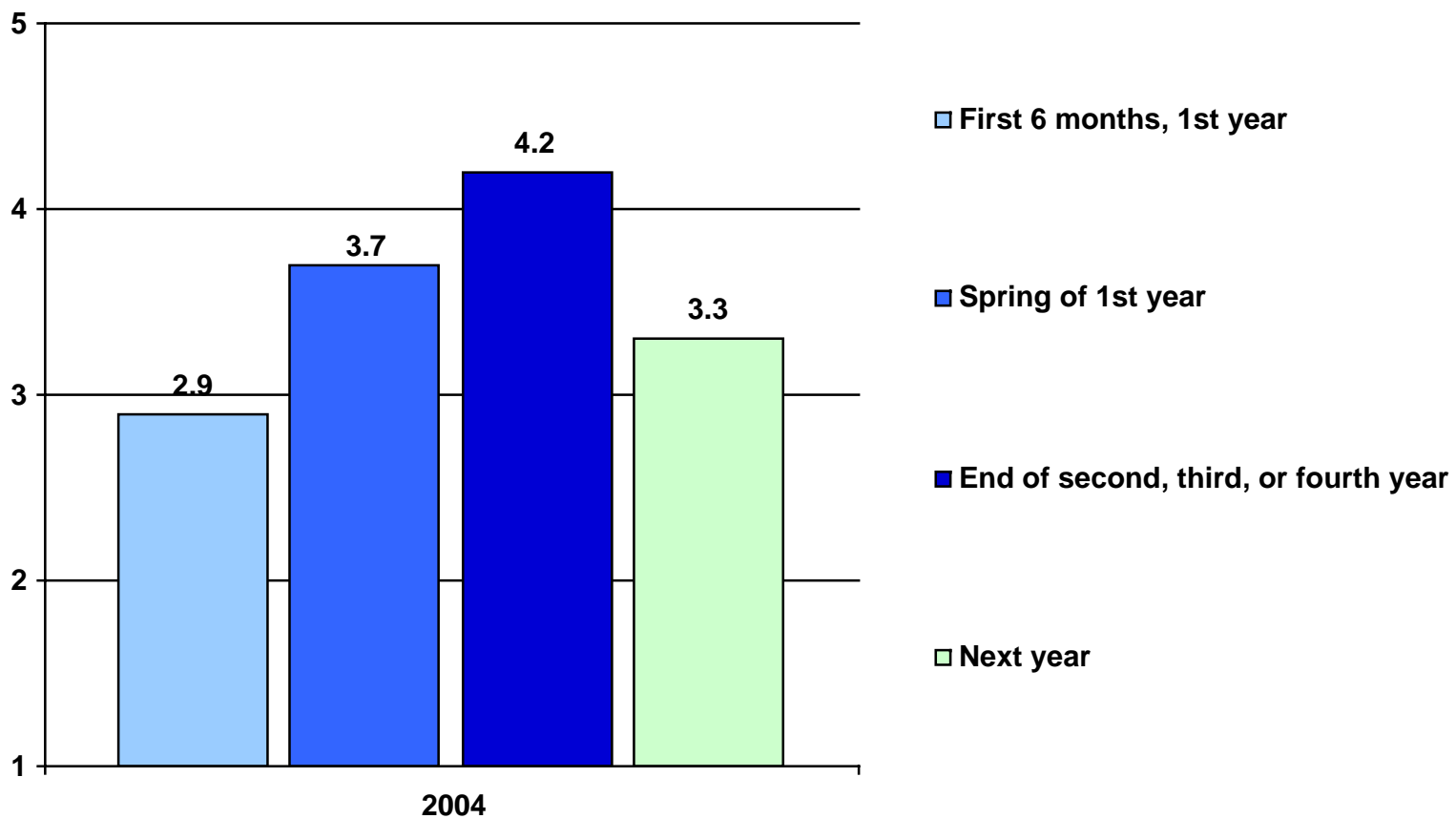
The Learning Record Is Most Useful For...

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



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

Literacy Indicators	2003	2004
Writing Samples	4.7	4.9
Literature response/reflection samples	4.6	4.5
Reading log/list	4.5	4.5
Paired small and large group contexts	4.5	4.6
Observations and oral discussions	4.4	--
On-going data collection from fall and winter	4.4	4.9
Literacy conferences with students	--	4.4
Writing in drafts over time	--	4.7
Group discussions to extend understanding	--	4.5
Editing of own writing	--	4.6
Uses input of others to improve	--	4.6

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

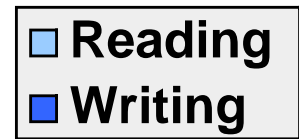
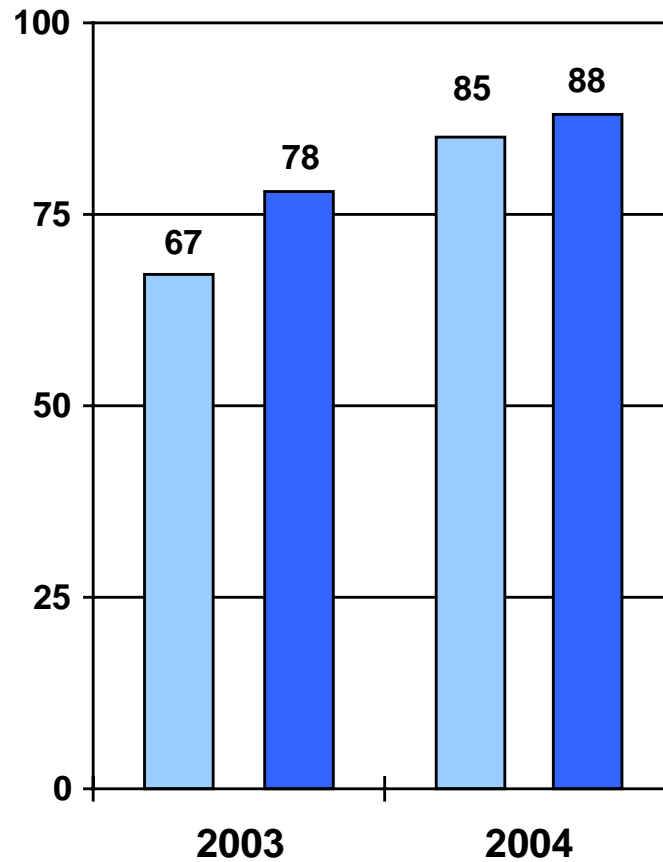
Rated 1 to 5: Rarely to Very Frequently

Literacy Indicators	2003	2004
Recognition of basic instant sight words	2.3	3.0
Cloze procedures	2.8	3.0
Oral reading analysis	3.0	--
Integrated or cross-curriculum thematic units	3.2	3.5
Parent input on home literacies	3.2	--
Sound-symbol awareness/patterns/rhyming	3.3	2.9
Parent response to writing/portfolios	3.4	3.4
Word families, structural analysis, word sorts	3.4	3.1
Connections between mediaÑcomputers, music, etc.	3.5	--

Consistency in Scoring Records

Agreement Between
Teacher Scores and
Moderation Scores

Percent Validated by
Moderation Readers



N in 2004 = 66