

<p>Student Achievement Partners Foundational Skills Mini-Course Tennessee Facilitator Guide <i>Learn how phonological awareness and phonics connect to early reading</i></p>
Module
Module 7: Assessment
Session Recommendations
<p>For an optimal professional learning experience, an in-person approach, led by a facilitator, is best. If in person is not an option, then a synchronous virtual learning experience, led by a facilitator, is recommended. Ideally, teachers, coaches, administrators, and supervisors should engage in the sessions together. The run time of the video is 32:24; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Explain why assessment is critical to the teaching of foundational skills. • Identify ways to assess daily and weekly that are swift and easy to implement in the classroom.
Materials Needed
<ul style="list-style-type: none"> • Guidance Document • Module 7 Handout • Module 7 Presentation • Module 7 Connect to Practice
Discussion or Task Points
<ul style="list-style-type: none"> • Discussion at 2:08: Think back on the skill you acquired over time. What was the role of the teacher or coach? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Were educators able to connect the importance of a teacher or coach to their own skill acquisition? ▪ Because feedback is critical to improve a skill, listen for the inclusion and necessity of feedback. ○ Additional supporting questions <ul style="list-style-type: none"> ▪ Did you brainstorm other roles that were not listed? ▪ How does assessment support skill acquisition? • Optional Additional Discussion at 7:43: How do you plan for and mitigate student absences during foundational skills instruction? What are the implications of not having structures and procedures in place? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Structures and procedures are critical in supporting students who are absent for foundation skills. ▪ Not providing make-up sessions and other learning opportunities for absent students produces gaps in student learning. • Optional Additional Discussion at 17:13: What other ways do you assess students' acquisition of foundational skills? How do you use the data? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Do educators mention your district specific assessments?

- Discussion at 23:05: Sample Data Set: What to do? Select one of the groups from the sample data and note what you would plan for the following week's instruction.
 - Facilitator look fors
 - Are educators able to develop a rough draft of an instructional plan?
 - Check for connectivity between the plan and the errors students are making.
 - Additional supporting questions
 - What procedures and routines need to be in place to make your instructional plan a success?
 - How will you ensure that students, who are not in the small group, are engaged in and accountable for high-quality tasks?

Connect to Practice Tasks

- Option A: Implement one of the assessment options in your classroom – the observation checklist, or the weekly dictation, and share a summary of the data you ascertain OR summarize the data method you currently use and why it is optimal.
- Option B: Take a look at a school or district that you support for your work. Summarize the phonics assessments that are currently in place and one recommendation you would make as a result.

Student Achievement Partners Articles/Research

- CKLA Assessment and Remediation Guide
 - Links by Grade
 - [Kindergarten](#)
 - [First Grade](#)
 - [Second Grade](#)
 - Possible discussion questions
 - How might these resources be used to provide additional practice and assessment of letter-sound correspondences?
 - Skim the available assessments. Which might be the most beneficial to being implementing as soon as possible?