

Third Grade Challenge



The **Portrait** for the students' third-grade year is left intentionally blank to allow readers to apply the insights they might have gathered by reading through the **Portraits** for Pre-K through grade 2.

The **Portraits** illustrate ways that children's literacy knowledge and skills can vary, even when they are the same age. Furthermore, they illustrate that children struggle with literacy learning for different reasons in the early grades. Sometimes these struggles will be apparent early (as we saw with Emma); others emerge over time (as with Ayesha). Other students may struggle very little; however, even consistently high-performing students (as we saw with Emmanuel) deserve instructional attention and continued support of literacy development across grades.

With the robust, multi-faceted early literacy assessment system outlined in the **Portraits**, Emma, Ayesha, and Emmanuel move into their (higher stakes) third-grade year having benefited from a strategic ELAS, which guided teachers and other service providers' design and implementation of a variety of instructional supports targeting the students' individual literacy learning needs during their first years of schooling.

The features of a coherent ELAS are reflected throughout the preK-2 **Portraits**. The **Portraits** illustrate the various ways in which the children's classroom teachers and other service providers (e.g., speech and language pathologist, reading specialist):

- engage in developmentally sensitive assessment,
- use information from assessment tools and formative assessment practices to document children's growth,
- reflect upon how they will continue to improve their curriculum and instruction based on data, and
- use data to identify students who may have risk factors so that these children received effective literacy intervention programs as early as possible.



Guidelines for drafting the grade 3 Portrait

As you work alone or with others to draft a possible Portrait of an ELAS that the three students might experience during their third-grade year, pay attention to several themes that are embedded in the Portraits and can guide your thinking:

- Teachers engaged in strategic learning about their students' communities, families, and individual interests, especially at the beginning of each school year. The first illustration of this is the pre-kindergarten picnic where the pre-kindergarten teacher met her students and their families. ***How might the students' third-grade teachers collect and use information about students' communities, families, and individual interests?***
- Teachers and other service providers (e.g., speech and language pathologist, reading specialist) collected and analyzed data at multiple points throughout the school year to make instructional decisions. ***What types of assessment data should the students' third-grade teachers and other service providers collect? When, and how frequently?***
- Some assessments were administered to all students, while other assessments were tailored to answering questions about a specific student's literacy development and learning needs. ***What types of assessment will help the students' third-grade teacher learn about all students' literacy development, and help identify students who might need to participate in more targeted assessment based on specific questions about their development?***
- Teachers used assessment data to design individualized and small-group instruction. ***How would you expect to see the students' third-grade teachers using assessment data to design individualized and small-group instruction?***
- Where indicated by data, the classroom teacher sought the expertise of specialists to conduct further assessment and to develop and implement targeted interventions. ***Based on what you already know about Emma, Ayesha, and Emmanuel, what service providers, if any, might still need to play a role in third grade? What additional data might they need to collect and why?***
- Teachers, across grade levels, regularly engaged in sharing data and celebrating student learning with families via phone calls and conferences. ***How would you expect the third-grade teachers to continue the tradition of data sharing that was reflected in the preK-2 Portraits?***
- In addition to sharing data with families, teachers shared data with one another, both within the school year (e.g., reading specialist, paraprofessionals, and other teachers during "data days"), and across school years, by sharing data binders and other important information with their students' new teachers for the following year. ***What district and school-level systems would need to be in place to support the students' third-grade teachers to engage in productive conversations and collaborative instructional planning, using the literacy assessment data they collect throughout the year?***

This organizer can guide your conversations and thinking around the 3rd grade cycle. Fill-in forms are available for your team at www.MichiganAssessmentConsortium.org/ELAS.

Portrait of a Model Assessment System: THIRD GRADE

AUGUST (BEFORE THIRD GRADE BEGINS)



Reviewing Data

INSERT YOUR IDEAS HERE

Meeting and Learning About Children and Families

INSERT YOUR IDEAS HERE

SEPTEMBER – DECEMBER

Initial Observations in a Classroom Setting

INSERT YOUR IDEAS HERE

Assessments

INSERT YOUR IDEAS HERE

Planning

INSERT YOUR IDEAS HERE

3 Grade

Portrait of a Model Assessment System: THIRD GRADE

JANUARY – MAY

Continued Observation

INSERT YOUR IDEAS HERE

Planning

INSERT YOUR IDEAS HERE

Assessments

INSERT YOUR IDEAS HERE

Conferences

INSERT YOUR IDEAS HERE

MAY – JUNE

Celebrating Growth

INSERT YOUR IDEAS HERE

Data Sharing

INSERT YOUR IDEAS HERE