



*Unfinished Learning  
Community of Practice  
Session 2*

**6-12 ELA  
February 24, 2021**



# Connecting to our Standards

## The Nebraska Teacher and Principal Performance Standards (2020)

“A framework that provides a common language for what it means to be an effective teacher or effective principal in Nebraska”

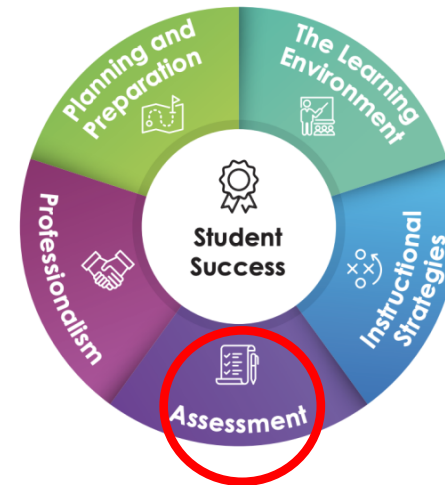


# NDE Performance Standards

## PERFORMANCE STANDARDS FOR PRINCIPALS



## PERFORMANCE STANDARDS FOR TEACHERS



# Where We've Been...



Session 1	Session 2	Session 3	Session 4
Defining our Equity-Based Approach to Addressing Unfinished Teaching and Learning in ELA	Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning	Supports for Reading and Understanding Complex Texts Part I: Vocabulary + Knowledge + Engagement	Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency

# Key Take-Aways from Day 1



- All students, particularly those with **unfinished learning**, should be provided access to grade-level instruction as a matter of **equity**
- We redefined “**intervention**” as a **continuum of supports** that should be provided *in the core*
- Identified the importance of **assets-based language** when thinking and talking about students with unfinished learning

# Self-Assessment

1. *When my teachers prepare for instruction in ELA, they read all the texts in advance, consider how students may respond to questions and tasks in the curriculum, and annotate lessons to meet the needs of students with unfinished learning.*
2. *My teachers and staff regularly analyze appropriate student data to make informed decisions about student learning in ELA and intervention.*

**4** = to a great extent (more than 75% of the time)

**3** = to a partial extent (50-75% of the time)

**2** = to a limited extent (25-49% of the time)

**1** = little to no extent (less than 25% of the time)

The image shows a screenshot of a self-assessment form titled "NDE 6-12 ELA Community of Practice Self-Assessment". The form is divided into two main sections, both under the heading "Part I: Mindsets & Beliefs".

**Section 1:** "My teachers and staff demonstrate a growth mindset in terms of our all of our students' abilities, including students who struggle. In this context, growth mindset means that a student's academic ability can be improved through effort and is not a fixed quality." This section includes four response options: a. 4 = to a great extent (more than 75% of your teachers and staff), b. 3 = to a partial extent (50-75% of your teachers and staff), c. 2 = to a limited extent (25-49% of your teachers and staff), and d. 1 = little to no extent (less than 25% of your teachers and staff). Below the options, it says "Provide evidence for your response."

**Section 2:** "My teachers ensure that all of our students, including students who struggle, are taught with at-grade level, rigorous content." This section also includes the same four response options as Section 1. Below the options, it says "Provide evidence for your response."

The form features logos for the North Dakota Department of Education (NDE) and the School Kit program in the top corners.

# Where We Are Going...



Session 1	Session 2	Session 3	Session 4
Defining our Equity-Based Approach to Addressing Unfinished Teaching and Learning in ELA	Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning	Supports for Reading and Understanding Complex Texts Part I: Vocabulary + Knowledge + Engagement	Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency

# Our Norms



## ***We ask that you please:***



- 1) Keep your camera on when possible!
- 2) Stay on mute unless you are speaking
- 3) Trust the process
- 4) Take a strengths-based approach



If you see this image...



# Access Today's Note Catcher!


**Nebraska Unfinished Learning Series**  
**Grades 6-12 Community of Practice**  
2/24/21

Session 2: Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning

Below is the text that the students' used with the KWL.

**Saving Syria's History from Civil War**

Retrieved from: [https://newsela.com/read/syria-heritage/id/53347/search\\_id=b7a9c439-7d58-4269-9ecc-30b1af78851](https://newsela.com/read/syria-heritage/id/53347/search_id=b7a9c439-7d58-4269-9ecc-30b1af78851)




The belongings of Syrian rebels are inside a chapel at Crac des Chevalliers, the world's best preserved medieval Crusader castle, in Syria. The village was destroyed in fighting between the government and rebel forces while the castle, listed as a World Heritage site, also has been damaged over the past two years. Photo: AP Photo/Dusan Vrani

1

Click on the link shared in the chat.


Click “make a copy”

 Google Docs

Copy document

Would you like to make a copy of **NDE Day 2\_6-12\_Notecatcher?**

[Make a copy](#)



## Essential Question

What does **equitable assessment** look like? What impact does it have on our approach to **Unfinished Learning**?

# Today's Goals and Objectives

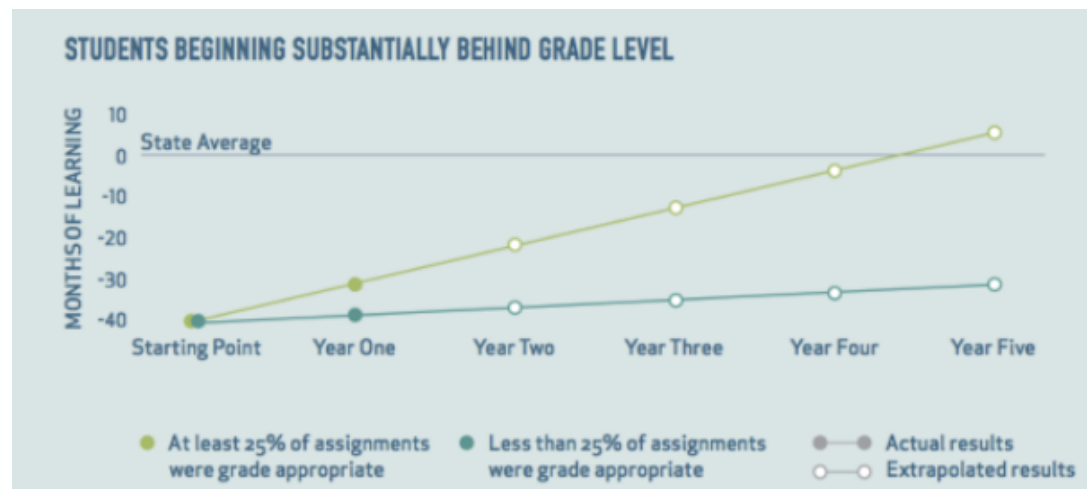


- Learn about a **framework** that helps us understand the interaction between comprehension and text complexity
- Analyze **formative assessment data** to identify areas of strength and need in comprehension

What are the considerations we need to make when collecting & analyzing **reading comprehension** data?

# Research on Adolescent Reading “Intervention” as we Know It

- **Adolescent reading profiles** are complex and varied
- **Categorical data** (standardized assessments or disability status), not diagnostic data, are typically used to determine placement into intervention
- **“One-size-fits-all” model** does not meet the needs of students with unfinished learning



# Using Assessment Data Equitably

1. Summative
2. Interim
3. Formative



**Summative assessments:** Provide categorical data only; service as a starting point!

# Using Assessment Data Equitably

1. Summative
2. Interim
3. Formative

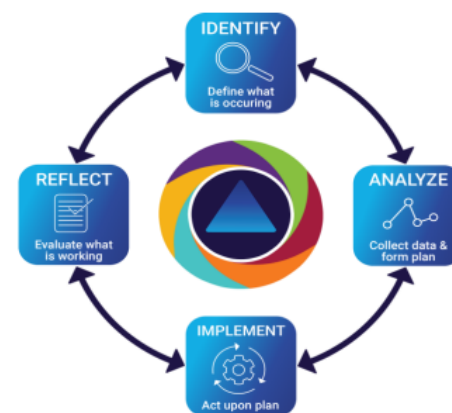


**MAP data is an interim assessment. It provides some information, but not enough to be used for instructional placement or diagnose the strengths and needs of an adolescent reader!**



# Using Assessment Data Equitably

1. Summative
2. Interim
3. Formative



**Formative assessments** = tell us how close student is to mastering objective and how we can adjust supports

# Assessment $\neq$ Extra Time

“Too often collection of assessment data **takes away** from valuable instructional time for students. It is important in building and/or refining a comprehensive assessment system that schools are not over-assessing students. Schools should be **collecting the least amount of student data necessary** to provide accurate, high-quality information for decision making.”



Chat your response: What does this quote mean to you?

# RAND Model

**Reading Comprehension** is an interaction between the **TEXT**, the **TASK** + the **READER**

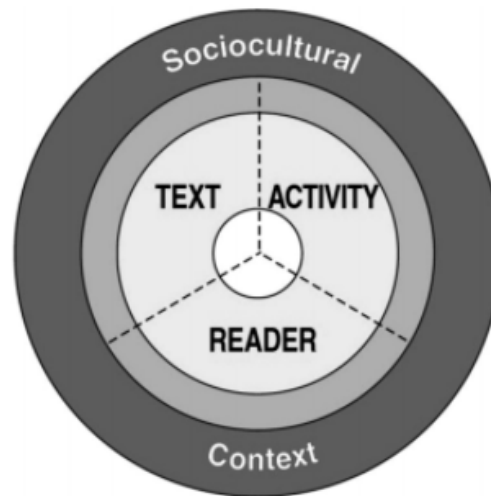


Figure 1. The RAND model of reading comprehension (Rand Reading Study Group, 2002, p. 12).

As we go through today's session...

### Within our Scope

Learn how to use artifacts as tools to identify trends in our students' **comprehension** strengths and needs

### Outside of our Scope

Learn how to consider **fluency and decoding** data to identify strengths and needs for individual learners

**We'll do this on Day 4!**

Get ready to put on your student hat!



How do we  
analyze  
comprehension  
data in response  
to a complex  
text?




# Let's Read the Text!

- **Read** the text
- **Identify:** What is the “central idea” of this text?

Below is the text that the students' used with the KWL.

**Saving Syria's History from Civil War**

Retrieved from: [https://newsela.com/read/syria-heritage/id:5334/?search\\_id=b7a9c439-7d58-4269-9ecc-35fb1a78831](https://newsela.com/read/syria-heritage/id:5334/?search_id=b7a9c439-7d58-4269-9ecc-35fb1a78831)



*The belongings of Syrian rebels are inside a chapel at Crac des Chevaliers, the world's best preserved medieval Crusader castle, in Syria. The village was destroyed in fighting between the government and rebel forces while the castle, listed as a World Heritage site, also has been damaged over the past two years. Photo: AP Photo/Dusan Vrani*

PHILADELPHIA — One of the casualties of Syria's civil war is history.

Five of the country's six World Heritage sites have "significant damage" and some buildings have been "reduced to rubble," according to a report issued this week.

# What's the central idea?

In the chat, share:

**What was the “central idea” of this passage?**



# central idea



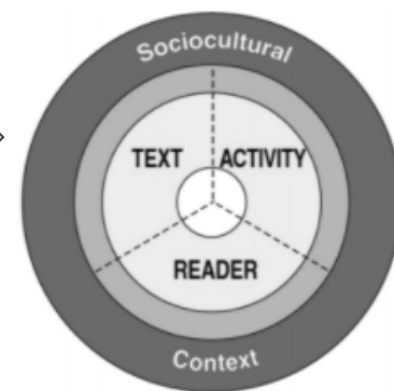
During the war, Syria's buildings (many of which are World Heritage Sites) are being destroyed, and with this destruction comes the erasure of its history. New measures need to be taken to prevent further destruction and reconstruction of the damage.

Rubric	
<b>3</b>	High Comprehension
<b>2</b>	Good Comprehension
<b>1</b>	Some comprehension
<b>0</b>	No comprehension



# Shared Practice

1. **Read** the Text
2. **Identify** the Central Idea
3. **Identify** what makes the text complex (what might get in the way of the “central idea”)



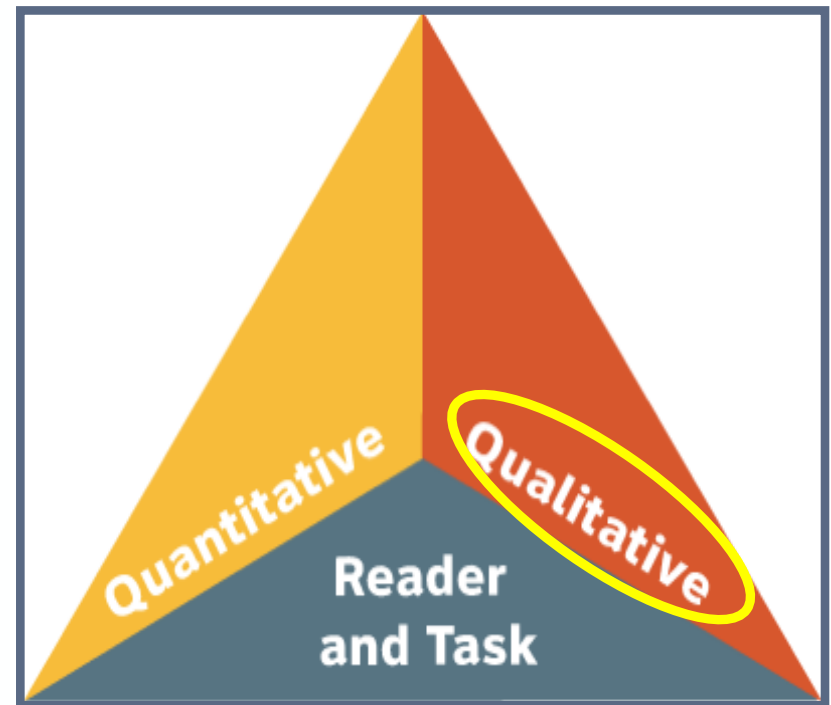
# Three Factors of Text Complexity

## Inherent to the Text:

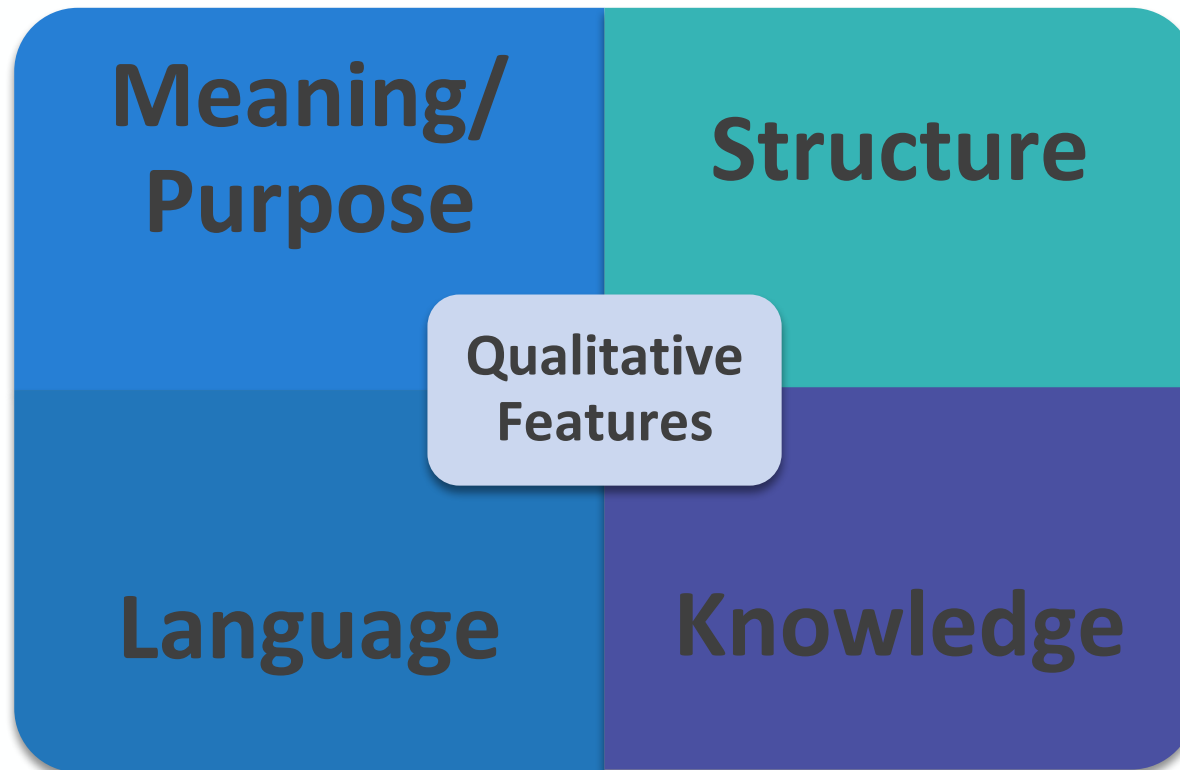
1. Quantitative Measures
2. Qualitative Features

## Teacher Considerations

3. Reader and Task



# Qualitative Complexity

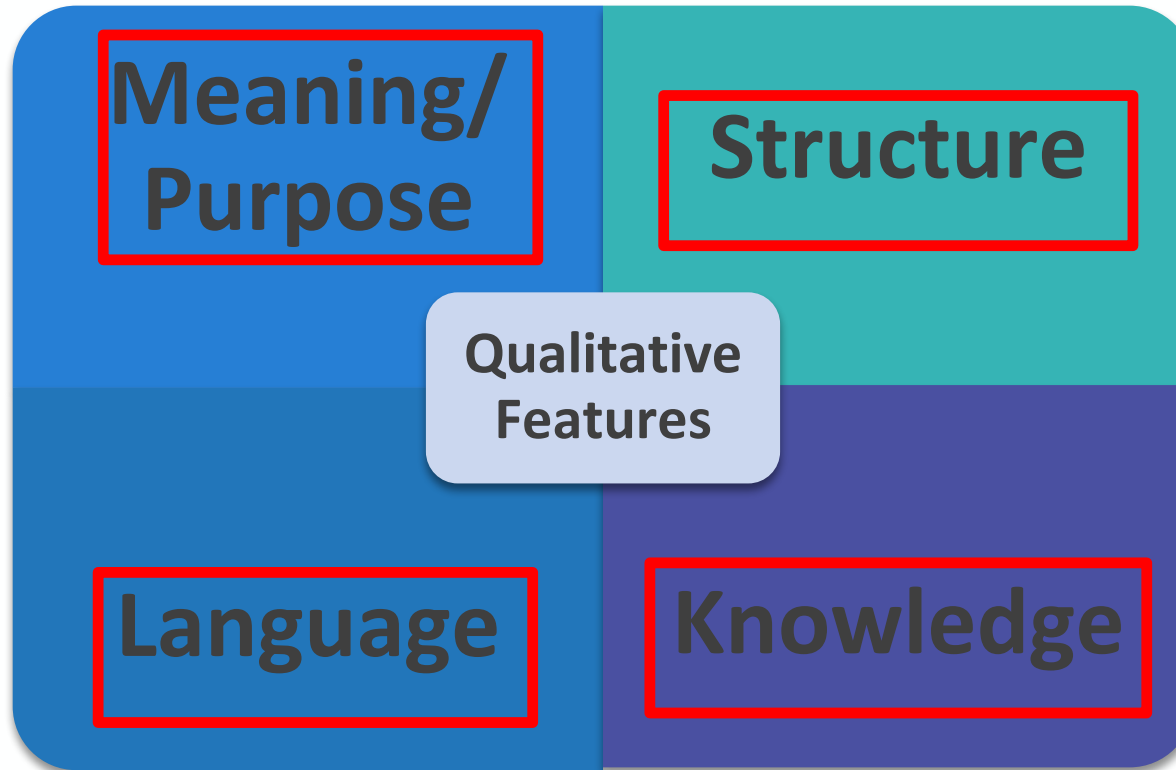


# Qualitative Features of Complexity



- Layers of meaning
- Concept complexity
- Subtle or intricate purpose or theme

- Vocabulary
- Sentence Length and Structure
- Figurative Language
- Historical Language
- or Dialects



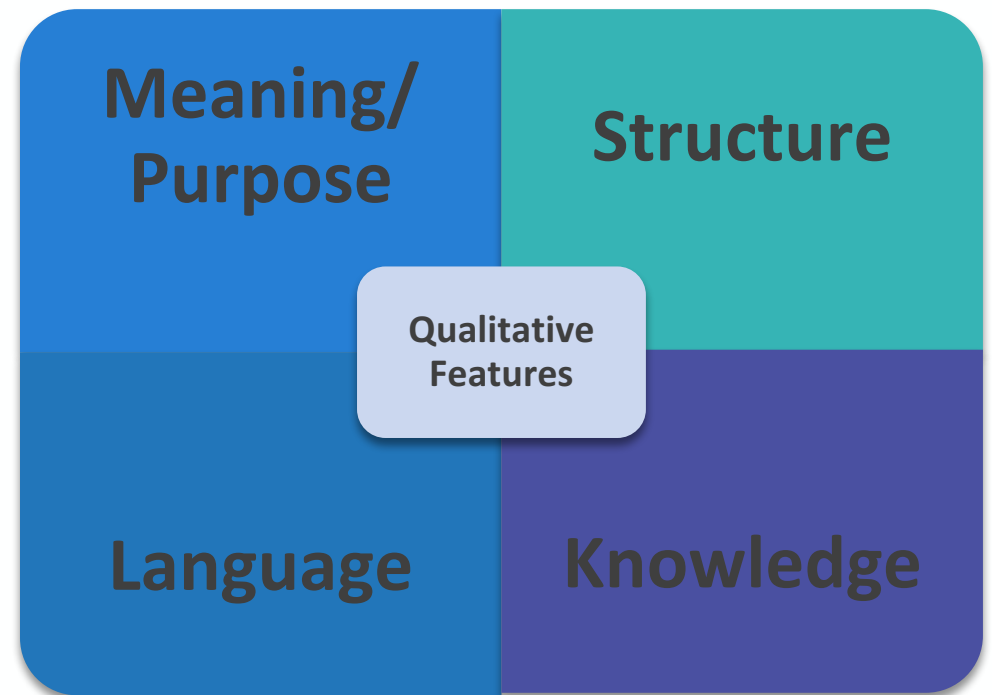
- Organization
- Text Features
- Connections between ideas

- Content Knowledge
- Disciplinary Knowledge
- Intertextuality
- Background and Experiences

# Qualitative Analysis

## Skim + Scan:

What is complex about the “Saving Syria’s History” text that might get in the way of understanding the “central idea”?



# What Makes this Text Complex?

## In the chat:

What features make this text complex and might interfere with getting to the central idea?



Why is this important?

## Every text is different!

Teachers must know the text inside and out so they can help students navigate through it successfully.

# Knowing the Text is just Half the Battle



However, if just we analyze the level of text, we fall short in understanding the “full, complex, dynamic nature of comprehension outlined by the RAND report.”

...We also need to understand the task. “It is that interaction - the simultaneous consideration of the demands of the task and the task-relevant features of the text” that helps us understand how to support our students!

- Valencia, Wixson, Pearson (2014)



# So, let's Examine the Task!

Students were tasked to strategically use a KWL chart to capture their learning

Sample #1: Jessica

KWL Chart		
Topics: Syria World Heritage Sites		
K What I KNOW	W What I WANT to Know	L What I LEARNED
<ul style="list-style-type: none"><li>- attacking other countries</li><li>- a country in the middle East</li><li>- ISIS, terrorist groups</li><li>- Syria Refugees</li><li>- Civil war - against govt</li><li>- Religion</li><li>- Protect natural resources</li><li>- statues, temples, religious symbol</li></ul>	<ul style="list-style-type: none"><li>- What is the thing they want to protect the most?</li><li>- What's the whole conflict over?</li><li>- Why are they attacking other countries?</li><li>- What does ISIS stand for?</li><li>- What are the natural resources they want?</li><li>- How many religions are there?</li><li>- What are some heritage sites in ISIS?</li><li>- Why does Syria want to preserve things?</li></ul>	<ul style="list-style-type: none"><li>- Cultural heritage center has a two-year grant to study how historic material is used in conflicts.</li><li>- Heritage helps determine who we think we are.</li><li>- Destroying heritage will also lead to the destruction of people's identity.</li><li>- Some Syrians are trained to protect sites and to protect museum collections.</li><li>- It's their responsibility to protect their most precious things about Syria's history.</li><li>- Trying to protect museum's, books, ancient city, home's and pottery.</li><li>- ISIS: Islamic state of Iraq and Syria</li><li>- Citizens take in old things to protect knowing they are at risk.</li><li>- Civil war ongoing 2011-2016</li></ul>

# Let's Imagine.....

...a classroom full of students just completed this task as well, and used a KWL to support their knowledge-building.

In a moment, you will use the rubric to analyze their comprehension.

Rubric	
<b>3</b>	High Comprehension
<b>2</b>	Good Comprehension
<b>1</b>	Some comprehension
<b>0</b>	No comprehension

# Let's Dig In!



**Review the “L” column of the student work samples and rate them based on how close they are to the “central idea” on a 0-3 scale rubric, being sure to explain your rationale.**

Score	Criteria
3	High Comprehension captured the central idea of the passage and included relevant and sufficient text-based evidence to support thinking
2	Comprehension mostly captured the central idea of the passage and included some relevant text-based evidence
1	Some comprehension was demonstrated, but no central idea is identified and the evidence provided is irrelevant or inaccurate
0	No comprehension demonstrated, minimal or no text evidence included

# Student 1: Jessica



**KWL Chart** ①

Topics: Syria  
World Heritage Sites

K What I KNOW	W What I WANT to Know	L What I LEARNED
<ul style="list-style-type: none"> <li>- attacking other countries</li> <li>- a country in the middle East</li> <li>- ISIS, terrorist groups</li> <li>- Syria Refugees</li> <li>- Civil War - against gov't</li> <li>- Religion</li> <li>- Protect natural resources</li> <li>- Statues, temples, religions</li> </ul>	<ul style="list-style-type: none"> <li>- What is the thing they want to protect the most?</li> <li>- What's the whole conflict over?</li> <li>- Why are they attacking other countries?</li> <li>- What does ISIS stand</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural Heritage Center has a two-year grant to study how historic is used in conflict</li> <li>- Heritage helps determine who we think we are</li> <li>- Destroying heritage will also lead to the loss of identity.</li> </ul>

Strong understanding, identified the central idea supported with text evidence

## Rubric

3	High Comprehension
2	Good Comprehension
1	Some comprehension
0	No comprehension

# Student 2: Maddie



Topics: Syria / World Heritage Sites (3)

K What I KNOW	W What I WANT to Know	L What I LEARNED
<ul style="list-style-type: none"><li>- attacking other countries</li><li>- a country in the Middle East</li><li>- Isis, terrorist groups</li><li>- Syrian Refugees</li><li>- Civil War</li><li>- Religion</li><li>- Protect national resources</li><li>- statues</li></ul>	<ul style="list-style-type: none"><li>- In what countries did they exactly attacked?</li><li>- Why did they attacked them?</li><li>- What are some heritage sites in</li></ul>	<ul style="list-style-type: none"><li>- rebels in Syria have been fighting Syrian gov</li><li>- 1,000 world sites represent cultural or significance</li></ul>

Identified some text evidence to support central idea but not clearly stated

Rubric	
3	High Comprehension
2	Good Comprehension
1	Some comprehension
0	No comprehension

# Student 3: Trevor

Doodling across paper –  
was Trevor passing  
notes?

Topics: Syria / world heritage sites

K What I KNOW	W What I WANT to Know	L What I LEARNED
Attacking other countries a country in middle east ISIS Syrian Refugees Civil war - against gov Religion Protect Nature Statues, temples	whats this whole conflict over? what does ISIS stand for? why are they attacking	Citizens things are at r the War on today they are get the r

Irrelevant/inaccurate text  
evidence, no central idea,  
paying attention?

Rubric	
3	High Comprehension
2	Good Comprehension
1	Some comprehension
0	No comprehension

# Student 4: Jacob



W What I WANT to Know	L What I LEARNED
how many died	1945
why did hoosh get picked	141 000
Who helped to...	of 9 to 10 L ng
When	

Doesn't make sense and doesn't show understanding

Rubric	
3	High Comprehension
2	Good Comprehension
1	Some comprehension
0	No comprehension

# Meet the Narrative Profile!



<b>Student</b>	<b>Text: Syria, On grade-level text Task: KWL</b>
Jessica	3
Maddie	2
Trevor	1
Jacob	0

<b>Rubric</b>	
<b>3</b>	High Comprehension
<b>2</b>	Good Comprehension
<b>1</b>	Some comprehension
<b>0</b>	No comprehension



# What is a Narrative Profile?

## How It Works

- Provide students authentic texts and tasks at varying reading levels with varying amounts of scaffolding
- Use rubric to rate students' performance
- Determine students' instructional needs

## Scoring Rubric

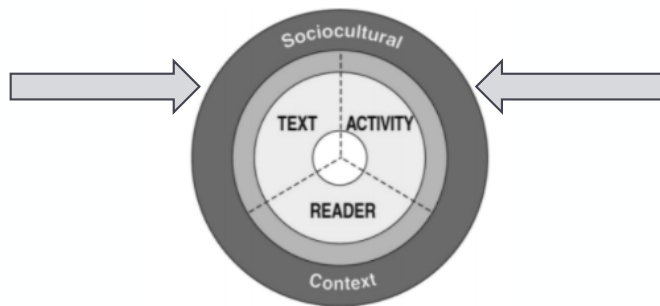
- 3: High Comprehension
- 2: Good Comprehension
- 1: Some comprehension
- 0: No comprehension

*Pearson, Valencia, & Wixson, 2014*

# Choosing the Best Tasks

## Mr. Yardley's class:

1. **Map + Timeline**
  - Below grade-level text
2. **KWL chart**
  - At grade level text
3. **Summary of Interview**
  - Above grade level text



**Culminating Task, *The Current State of Syria*:**  
Students write an expository essay that identifies the impacts of the war on the people, the country, and their heritage by analyzing and synthesizing the texts in the unit.

# Let's Now Imagine...

We've analyzed the other two artifacts to use in this unit, and we've analyzed the students' work:

<b>Student</b>	<b>Text:</b> Map <b>Task:</b> Timeline <b>Level:</b> Below grade level, low scaffolding	<b>Text:</b> Syria <b>Task:</b> KWL <b>Level:</b> On grade level, medium scaffold	<b>Text:</b> Interview <b>Task:</b> Summary <b>Level:</b> Above grade level, high scaffolding
Jessica	3	3	2
Maddie	2	2	1
Trevor	2	1	0
Jacob	1	0	0

# How do we use this data?



We've identified 2 other artifacts to use in this unit, and we've analyzed the students' work:

Student	Below grade level, low scaffolding	On grade level, medium scaffolding	Above grade level, with high scaffolding
Jessica	3	3	2
Maddie	2	2	1
Trevor	2	1	0
Jacob	1	0	0

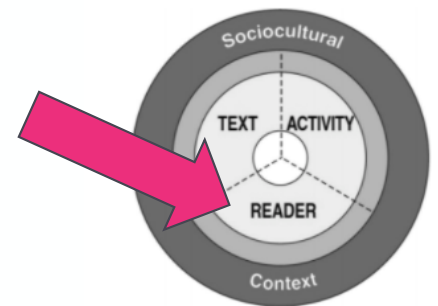
# Case Study Analysis



**Independently read** the case study about how Mr. Yardley analyzes this data

## **Chat your response:**

- How did Mr. Yardley use the narrative profile data to identify strengths and needs in comprehension?
- How might this help him plan future instruction?



# Types of Tasks You Can Utilize



## Lesson-Specific Data

- Exit tickets
- “Express Your Understanding” writing prompts
- Completed graphic organizers
- Discussion notes & transcripts
- Reading log entries or journals
- Listening in while they’re reading with a partner
- Observations during group or independent work time

# Why this kind of Comprehension Assessment?

- Allows insight into how students perform with **grade-level complex texts** across genres
- Tasks that are part of **regular instruction**
- Allows us to identify what is already in place in terms of support to consider **additional scaffolds** needed
- Directly related to performance on the **end of unit task**
- Can be repeated throughout the year to **capture growth**

# Creating a Narrative Profile



**Step 1:** Identify **Texts & Text Levels**

**Step 2:** Identify and describe the **Tasks** the reader will complete

**Step 3:** **Assess** comprehension of reader (*using the 3-2-1-0 Scoring Rubric*)

**Step 4:** **Create and adjust** scaffolds as needed!

**Repeat throughout the year!**



# Key Points



- Our students have **various learning profiles**.
- We need to have **comprehensive data** in order to make sound instructional decisions based on student strengths and needs.
- This type of instruction supports intervention as a “**continuum of supports**”

# Closing Reflection



**Chat your response in the text box:**

I used to think \_\_\_\_\_, but now I  
know\_\_\_\_\_.

# Wrapping Up

# Coming Up!



Session 1	Session 2	Session 3	Session 4
Defining our Equity-Based Approach to Addressing Unfinished Teaching and Learning in ELA	Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning	Supports for Reading and Understanding Complex Texts Part I: Vocabulary + Knowledge + Engagement	Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency

## Preparing for Next Session



### **If you have the capacity before next time:**

- Look at current or upcoming unit and identify 2-3 texts and tasks that could serve as a diagnostic that is clearly aligned to the end-of-unit task