

## NLPS Assessment *for* Learning (Reading)

### Suggested Implementation Guidelines

#### Determine a School Wide Implementation Plan:

- As a collective, develop a plan for administering, marking and reviewing/analyzing data from the NLPS Assessment (Reading)
- A template has been provided to guide this process (adapt as needed) – see School Wide Implementation Plan Template

#### Suggested Timeline for implementation:

- Kindergarten: Some components can be administered, marked and reviewed by end of October and all should be by end of January each year
- Grades 1-3: All components should be administered, marked and reviewed by end of October (or earlier) each year
- Grades 4-7: All components should be administered, marked and reviewed by end of October (or earlier) each year

#### Implementation team:

- Administration (Principal / Vice Principal)
- Classroom Teachers
- Student Support Teachers / Learning Support Teachers / ELL Support Teachers
- Innovation & Inquiry Lead Teachers / Lead Learners
- Learning Commons Teachers
- Other itinerant staff as directed by Administration

#### Suggested implementation process:

This process has been designed with the following goals in mind:

- Building a collaborative culture of learning
- Building an inquiry mindset supported by evidence
- Building common language of the components of reading
- Building common understanding of student performance expectations

## SUGGESTED IMPLEMENTATION PROCESS

	Primary	Intermediate (4-9)
<b>Administering the assessment</b>	<ul style="list-style-type: none"> <li>▪ Classroom teacher is administering the majority of the assessments with students</li> <li>▪ Assessment can be administered in sections according to needs of teacher and students</li> <li>▪ Implementation team is supporting classroom teacher to complete assessments &amp; organize materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom teacher is administering all the assessments (whole class) in one session</li> <li>▪ Implementation team is supporting by organizing materials</li> <li>▪ One member of the Implementation team may be needed to support with:               <ul style="list-style-type: none"> <li>○ Assisting students with adaptations</li> <li>○ Answering questions / supervision for learning</li> </ul> </li> </ul>
<b>Marking</b>	<ul style="list-style-type: none"> <li>▪ During administering of assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom teachers collaboratively marking with common grade group partners</li> <li>▪ Implementation team is supporting by:               <ul style="list-style-type: none"> <li>○ Covering the class so that teachers can collaboratively mark and determine anchor responses (agreed upon examples against the standards)</li> <li>○ Participating in collaborative marking sessions with classroom teachers</li> </ul> </li> </ul>
<b>Data Entry</b>	<ul style="list-style-type: none"> <li>▪ Classroom teacher and / or implementation team as documented in plan determined by the collective</li> </ul>	
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>▪ Administrator, with student support teacher, uses filter to screen and printout specific groupings of students (e.g. by whole grade, by skill, by designation, etc.)</li> <li>▪ Classroom teacher has a printout of own class</li> <li>▪ Administrator facilitates school wide discussion of patterns that emerge across school and collates information to determine school wide focus (What is going on for our learners?)</li> <li>▪ Implementation team supports with organizing instructional planning templates</li> <li>▪ Individual teachers use data to inform instructional planning</li> <li>▪ Common/similar grade teachers collaborate to determine focus for inquiry (Where will concentrating our efforts make the most difference for learners? What can we do differently to make 'enough' of a difference?)</li> </ul>	
<b>Following</b>	<ul style="list-style-type: none"> <li>▪ Share data as part of the class review process along with other areas important for student success (socio-emotional, engagement, writing, math, etc...)</li> <li>▪ Develop school wide support schedule that is fluid and flexible and supports students and teachers using RTI framework (Tier 1, Tier 2, Tier3)</li> <li>▪ Revisit to share learning and impact on student achievement; adjust as needed to maximize impact</li> </ul>	