

Suggested Implementation

School Implementation Plan:

How will you administer, mark and respond to your data from the assessment?

Use the template on page 2 to support your response to your fall data.

Use the template on page 6 to support the spring planning (you may need several pages).

Suggested Timeline for Implementation:

This is a formative assessment tool that should occur at the beginning of the school year. In a quarter system, this would ideally be as early as the first 3 weeks of September. The spring assessment can take place any time in the second half of the year when you feel your response is measurable.

Implementation Team (led by Student Support Teachers):

- **Classroom Teachers**
- Principal / Vice Principal
- Student Support Teachers / ELL Support Teachers/ Indigenous Education Teachers
- Learning Commons Teachers
- Other itinerant staff such as a district learning coordinator

Implementation	Data Analysis	Follow Up
<p>Classroom teacher is administering the majority of the assessments with students, including the pre-assessment activities.</p> <p>Accommodations should be made as usual according to the needs of all students</p> <p>Implementation team will support classroom teacher to complete assessments & organize materials</p>	<p>After school determines method of marking (led by student support teachers), data is entered into Edudata.</p> <p>Student Support teams examines and analyzes data for patterns that emerge and discusses need for further investigations to determine school wide focus (What is going on for our learners?)</p> <p>Information is communicated to staff to implement school wide response to grade wide data as well as to individual teachers to inform instructional planning</p>	<p>SST team will continue to support the school wide response to triangulated data and review process along with other areas important for student success (socio-emotional, engagement, writing)</p> <p>Develop support schedule that will enhance learning for identified students using RTI framework (Tier 1, 2 & 3)</p> <p>Collaborate to share learning and impact on student achievement; adjust as needed to maximize impact.</p>

8/9 ASSESSMENT DATA ANALYSIS AND PLANNING FOR INSTRUCTION

Date: _____

GRADE OVERVIEW

NARRATIVE OF THE ASSESSMENT DAY: (e.g.: am/pm, lunch, fire drill, announcements)

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VERTICAL DATA

Looking at the data vertically down each critical skill area (Literal Comprehension, Summarizing, Making Connections, and Inferencing). List 3 in priority order for each column

<u>Needs most attention:</u>	<u>Needs continued monitoring:</u>	<u>Is the strongest:</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.

DO YOU NOTICE DEMOGRAPHIC TRENDS?
(FOR EXAMPLE: ELL, Indigenous, designations)

WHAT STRATEGIES WOULD SUPPORT GROWTH?
WHO DO YOU NEED ON YOUR TEAM?

TRIAGE HORIZONTAL DATA

Looking at the data horizontally across each student, which students should we investigate and explore in order to ...

<u>Target with Intervention:</u>	<u>Monitor for progress:</u>	<u>Extend as appropriate:</u>
➤	➤	➤
➤	➤	➤
➤	➤	➤



AFTER FURTHER EXPLORATION:

SMALL GROUP INSTRUCTION - Which students can we group together to reinforce skills?

(Tier 1&2- Flexible & fluid groupings within the classroom where teacher supports students with further instruction and monitors progress with critical skills)

Literal Comprehension

Summarizing

Making Connections

Inferencing

OVERALL



FAQs: Implementing the NLPS

Who will implement the NLPS?

Classroom teachers will likely implement the assessment in their classes, as literacy skills are embedding in all curricular documents. However, ideally, the school support staff will plan the implementation of the assessment.

How was the assessment designed?

In 2018, a group of district wide grades 8 and 9 teachers in NLPS gathered to identify the critical skills that are important to secondary literacy. The decision was made at that time to design the assessments with the critical literacy skills that are a progression from grade 8 to grade 9, but also reflect the skills and structure of the Literacy 10 Graduation Assessment.

Do we have to implement the NLPS?

The assessment is a district assessment that is required by Board Policy 1.3: Continuous Improvement of Instruction and Assessment.

Why is it important to use the same assessment tool district or school wide?

It is important that we all use the same tool because it allows school teams to have a common language when planning collaboratively and prioritizing supports. Furthermore, we have many district staff that work in multiple buildings or move from site to site and find it helpful to be referring to the same tool. Remember, this is not the only assessment tool that will assess literacy skills, but it is the one that will allow your schools to have common language to respond.

What if a student is not able to do the assessment?

Any student who is having difficulty with the reading level for their grade, should be offered the same assessment, but with a more suitable reading level. Your school support team will help to find a passage that is right for each student. The purpose is to assess their comprehension, and all appropriate accommodations and adaptations should be offered to all students.

When should the assessment occur?

The NLPS is a formative assessment tool that should be offered to students at the beginning of the school year in order to inform instruction, interventions and appropriate response. In addition, in order to track and measure the success of our response, the NLPS will occur again in the spring.

For further clarification, please email thelearningline@sd68.bc.ca.

NLPS Grade 8/9 Reading Assessment Success Tracking

Overview			
Tier 1 100% of students	Whole Group instruction - What critical skill did you target for a whole grade or a whole class?		
	Grade 8	Grade 9	How will we know if we had success?
Targeted Skill			
Tier 1 & 2 10-20% of students	Small Group Instruction – Which skills were identified for small groups and what was the plan to respond?		
	Skill	Strategy	How will we know if it worked?
Students			
Students			
Tier 2/3 5-10% of students	Individual Instruction - Which students were identified to benefit from short term, targeted individual support?		
	Skill	Strategy	Plan to reintegrate
Student			
How will we know if we had success?			