

END-OF-YEAR TESTING AND DATA COLLECTION

2017-2018 Checklist for End-Of-Year Testing Activities **Reading Recovery® and Descubriendo la Lectura**

**Prepared by Texas Woman's University
For Teacher Leaders**

1. Distribute questionnaires **NOW** (parent, classroom teacher, administrator, Reading Recovery (RR), Descubriendo la Lectura (DLL), and/or Literacy Lessons (LL) teachers-in-training and trained Reading Recovery and Descubriendo la Lectura teachers) and see that they are returned. Give teachers a specific date for returning these. You may want them returned earlier than data collection to avoid confusion. Copies of all questionnaires are enclosed.
2. Some of you may want to collect information from children (OPTIONAL). One idea is to tape some RR/DLL children in a small group responding to the following questions/prompts.
 - a) Pretend that this is next year and I am getting a new first grade student to work with in reading. I need for you to tell him/her what we will be doing while we work together. Would you pretend that you are talking to that new first grader and tell what you did when you came to work with me this year?"
 - b) Can you think of anything else?
 - c) What would you tell him/her that you liked best?
 - d) What would you tell him/her helped you the most.
 - e) Tell him/her how you feel about your reading and writing.
3. Submit questionnaire summary grid to TWU by **June 15**, along with **three** sample quotations from each of the groups listed above. (The "Survey Grid" and form for quotations are included in this packet.)
4. Get test forms printed and ready for action! **You will need to administer all 6 tasks and the Slosson for all RR children, tested-not-instructed children, AND random sample children.**
5. Make copies of end-of-year guidelines for teachers. (Use the attached guidelines or modify for your site.)
6. Plan your testing schedule. Remember that **teachers cannot test their own children**. They may test for their partners or may need to arrange some time at another school. Teachers should provide testing forms for their own children to the tester, with information completed at the top of each form.

Arrange the testing schedule to allow teachers to **continue working with children until the last possible opportunity**. This time may make the difference in discontinuing for some children.
7. Set a date/s for end-of-year data sessions with your class/classes. Plan how you will check the data. Provide a clear system for teachers to organize the data submission.

END-OF-YEAR TESTING AND DATA COLLECTION

8. Confirm that teachers know to collect data for both RR/DLL children, tested-not-instructed children, AND random sample children.

Random sample children and tested-not-instructed children are tested at the end of the year (within three weeks of the last day of school) on all 6 tasks of the Observation Survey, Slosson, as are RR children. All information should be completed for random children except those obviously related to a child's RR program.

Remind them that they will need information about retention, testing/ placements in special programs, reading group placement in the classroom, etc. for all groups.

9. Inform administrators and teachers about end-of-year testing.
10. If you have participated in a Technology Protocol for training teachers, or ongoing Professional learning, please complete the questionnaire posted on the IDEC website.
11. Local comparison groups, if applicable, should be coded as "Other Comparison Groups" and will continue being reported on some tables in the annual reports.
12. Choose 2-3 dates and times during June, July or August for a phone conference with a TWU Trainer to review your district's IDEC Data and submit them to Program Coordinator, Lilia Bynum at lbynum@twu.edu or 940-898-2441. She will check with one of the trainers and confirm the best date and time for you to meet.
13. Please email a PDF copy of your Site Report to lbynum@twu.edu by **September 15**.

END-OF-YEAR TESTING AND DATA COLLECTION

Guidelines for End-of-Year Testing of Reading Recovery/Descubriendo la Lectura®, Literacy Lessons™, Tested-Not-Instructed, and Random Sample Children Spring-2018

Prepared by Texas Woman's University For Teachers

1. Your teacher leader will provide specific information about end-of-year testing. They will notify you of testing dates and dates for data collection.
2. You will administer **all 6 subtests of the *Observation Survey*, and the *Slosson (Sort-R)*** to all children served by RR/DLL in your school this year. (Remember that you do not re-test children who were tested for discontinuing within 3 weeks prior to the end of the testing period.) Remember to review the directions for administering the leveled text passages.
3. You will administer **all 6 subtests of the *Observation Survey and Slosson (Sort-R)*** to all random sample or tested-not-instructed children in your school this year.
4. Test children during the week/s designated by your teacher leader. Adjust testing schedule to allow maximum instructional time prior to testing.
5. You **cannot test your own children**. You may test for your partners or you may need to arrange some time at another school. You should provide testing forms for your own children to the tester, with information completed at the top of each form.
6. Use the standard test forms for each assessment. Be sure to include the following on each test sheet in the spaces provided:
 - a. Child's full name, first and last
 - b. Name of school, classroom teacher, and tester
 - c. Date each sheet was completed
 - d. Score your own sheets and put the score and stanine in the box at the top of each test sheet.
 - e. Staple all tests together in the correct sequence (see below).
7. Text Reading: Take a running record for each child, using the procedures for text reading in testing. You do not have to analyze (MSV) these running records *unless it is the end of a child's program*. However, they must be complete when you hand them in with both the child's response and the text response filled in. The records must be in complete form so that they could be analyzed later by another person. Put both the level and title of the story on each form.

Note: If a child is "stuck" on a word, give him/her a *TOLD*. If the child appeals, suggest, "You try it." Count the *TOLD* as an error. (Saying "Try that again" when a child is stuck can cause the child to incessantly reread, thus losing the storyline and affecting the reading of the rest of the text.)

END-OF-YEAR TESTING AND DATA COLLECTION

You may read the text introduction, encourage the child to look through the book at the pictures (without any prompting or talk from the teacher), and then reread the text introduction.

8. Correct sequence for stapling forms together is as follows:
 - a. Running Record of highest level that the child read which was above 90%
 - b. Letter ID
 - c. Word Test
 - d. Concepts about Print
 - e. Writing Vocabulary
 - f. Hearing and Recording Sounds in Words (Dictation) Test
 - g. All other running records in order according to level
 - h. Slosson
9. Complete data submissions for **ALL** children. Get help from your teacher leader and your Manual from IDEC to complete necessary information.
10. Work with the teacher leader to obtain questionnaires from administrators, parents, classroom teachers and yourselves. Your site may also ask you to solicit comments from children.
11. Work with your teacher leader to complete Technology Protocols on the IDEC website, if applicable.

END-OF-YEAR TESTING AND DATA COLLECTION

TRAINED READING RECOVERY/DESCUBRIENDO LA LECTURA® OR LITERACY LESSONS™ TEACHERS:

Number Distributed: RR _____ DLL _____ LL _____ Number Returned: RR _____ DLL _____ LL _____

Question 1: I have become a more effective Reading Recovery/Descubriendo la Lectura/Literacy Lessons teacher this year.

Indicate total number of responses for each number:

RR	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Strongly Disagree		Undecided		Strongly Agree
DLL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Strongly Disagree		Undecided		Strongly Agree
LL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Strongly Disagree		Undecided		Strongly Agree

READING RECOVERY/DESCUBRIENDO LA LECTURA® TEACHERS-IN-TRAINING:

Number Distributed: RR _____ DLL _____ Number Returned: RR _____ DLL _____

Question #1: *My view of teaching low-progress children how to read has changed considerably this year.*

Indicate total number of responses for each number:

RR	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Strongly Disagree		Undecided		Strongly Agree
DLL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Strongly Disagree		Undecided		Strongly Agree

Question # 6: *As a Reading Recovery/Descubriendo la Lectura teacher, how much have you learned this year? Check the number below which best describes your answer.*

Indicate total number of responses for each number:

RR	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Nothing				A Great Deal
DLL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
	Nothing				A Great Deal

END-OF-YEAR TESTING AND DATA COLLECTION

CLASSROOM TEACHERS:

Number Distributed: _____

Number Returned: _____

Question # 1: *What impact has Reading Recovery/DLL/LL had on those students' classroom reading and writing performance?*

Indicate total number of responses for each number:

RR 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Very Little Impact **Very Large Impact**

DLL 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Very Little Impact **Very Large Impact**

LL 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Very Little Impact **Very Large Impact**

Question #6: Circle the number below which best describes your view of this statement:

"Reading Recovery/Descubriendo la Lectura/Literacy Lessons is an effective intervention."

Indicate total number of responses for each number:

RR 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Strongly Disagree **Undecided** **Strongly Agree**

DLL 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Strongly Disagree **Undecided** **Strongly Agree**

LL 1 (N=) 2 (N=) 3 (N=) 4 (N=) 5 (N=)
Strongly Disagree **Undecided** **Strongly Agree**

END-OF-YEAR TESTING AND DATA COLLECTION

PARENTS:

Number Distributed: _____

Number Returned: _____

Group/s Surveyed: _____

Question #1: Circle the number below which best describes your view of this statement:

“Reading Recovery is an effective intervention.”

Indicate total number of responses for each number:

RR	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
Strongly Disagree			Undecided		Strongly Agree

DLL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
Strongly Disagree			Undecided		Strongly Agree

LL	1 (N=)	2 (N=)	3 (N=)	4 (N=)	5 (N=)
Strongly Disagree			Undecided		Strongly Agree

END-OF-YEAR TESTING AND DATA COLLECTION

SAMPLE QUOTES FROM DISTRICTS TO BE SENT TO TEXAS WOMAN'S UNIVERSITY

DISTRICT: _____ **YEAR:** 2017-2018

Please write below or attach at least three (3) quotes from the questionnaires representing the various groups listed below.

Parents (Spanish and English comments welcome)

Administrators with Reading Recovery/Descubriendo la Lectura®

Administrators with Literacy Lessons™

END-OF-YEAR TESTING AND DATA COLLECTION

Classroom Teachers

Reading Recovery/Descubriendo la Lectura® Teachers-in-Training

Literacy Lessons™ Teachers-in-Training

Trained Reading Recovery/Descubriendo la Lectura®/Literacy Lessons™ Teachers

Children (optional, but important)

END-OF-YEAR TESTING AND DATA COLLECTION

QUESTIONNAIRE FOR ADMINISTRATORS

(End of Year / 2017-2018)

We are beginning to plan for next year's implementation of Reading Recovery® (RR) and Descubriendo la Lectura® (DLL) and Literacy Lessons™ (LL) in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____ by _____.

1. How many years has RR/DLL/LL been in your school or district? RR _____ DLL _____ LL _____

2. How much impact has RR/DLL/LL had in your school since it was implemented? (Check all that apply)

RR 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact RR - Very Large Impact

DLL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact DLL - Very Large Impact

LL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact LL - Very Large Impact

3. What impact has RR/DLL/LL had in your school since it was implemented? (Consider the impact on children served, the impact on Title 1, retention, LD placement, ESL, classrooms, etc.)

4. Check the number below which best describes your view of these statements:

"Reading Recover/Descubriendo la Lectura/Literacy Lessons is an effective intervention."

RR 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly Disagree RR – Strongly Agree

DLL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly Disagree DLL – Strongly Agree

LL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly Disagree LL – Strongly Agree

END-OF-YEAR TESTING AND DATA COLLECTION

5. What are the major problems you have encountered since you implemented the program?

6. What are your plans/goals for RR/DLL/LL in the school or district for next year?

7. If you had teachers training in Literacy Lessons this year, describe the impact of that training on teachers and children.

END-OF-YEAR TESTING AND DATA COLLECTION

QUESTIONNAIRE FOR CLASSROOM TEACHERS

(End-of-Year / 2017-2018)

We are beginning to plan for next year's implementation of Reading Recovery® (RR), Descubriendo la Lectura® (DLL) and Literacy Lessons™ (LL) in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____ by _____. Your comments are greatly appreciated!

1. How many children from your classroom been involved in RR/DLL/LL this year?

RR _____ DLL _____ LL _____

What impact has RR/DLL/LL had on their classroom reading and writing performance? (Check all that apply)

RR 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact RR - Very Large Impact

DLL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact DLL - Very Large Impact

LL 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Very Little Impact LL - Very Large Impact

2. What changes have you observed in children participating in the RR/DLL/LL program as they work in the classroom? Please be specific.

3. How have you and the RR/DLL/LL teacher worked collaboratively to support those students?

4. In what ways have discontinued RR/DLL/LL students become full participants in classroom literacy programs?

END-OF-YEAR TESTING AND DATA COLLECTION

5. In what ways (if any), has RR/DLL/LL influenced your teaching or thinking about beginning reading instruction?

6. Check all that apply below which best describes your views of the following statements:

“Reading Recovery/Descubriendo la Lectura/Literacy Lessons is a good intervention.”

RR	1 _____	2 _____	3 _____	4 _____	5 _____
	Strongly Disagree				RR – Strongly Agree

DLL	1 _____	2 _____	3 _____	4 _____	5 _____
	Strongly Disagree				DLL - Strongly Agree t

LL	1 _____	2 _____	3 _____	4 _____	5 _____
	Strongly Disagree				LL - Strongly Agree

7. Other comments (use back if needed):

END-OF-YEAR TESTING AND DATA COLLECTION

QUESTIONNAIRE FOR PARENTS (End-of-Year / 2017-2018)

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery® or Literacy Lessons™, we are asking you to help us think about how Reading Recovery® or Literacy Lessons™ affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child by _____. We really value your opinions. Your answers are quite IMPORTANT to us as we plan for next year!

1. Circle the number below which best describes your view of this statement: (choose the question that applies to your child’s instruction)

“Reading Recovery/Literacy Lessons is a good intervention.”

RR 1 _____ 2 _____ 3 _____ 4 _____ 5
 Strongly Disagree RR – Strongly Agree

LL 1 _____ 2 _____ 3 _____ 4 _____ 5
 Strongly Disagree LL – Strongly Agree

2. In what ways has Reading Recovery or Literacy Lessons helped your child?

3. What changes have you seen in your child’s classroom work?

4. What changes have you seen in your child’s self concept?

5. How have you helped your child at home?

6. Other comments (write on the back if needed):

Thank you for your support!

END-OF-YEAR TESTING AND DATA COLLECTION

QUESTIONNAIRE FOR TEACHERS-IN-TRAINING (End of Year / 2017-2018)

Check one role.

Reading Recovery®

Descubriendo la Lectura®

Literacy Lessons™

1. "My view of teaching low-progress children how to read has changed considerably this year."
(Check one)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly Disagree **Undecided** **Strongly Agree**

2. In what ways has your view of how low progress children become literate changed? Please be specific.

3. How has RR/DLL/LL contributed to your professional growth?

4. What are the biggest changes you have seen in the children you have worked with this year?

5. How can the RR/DLL/LL training program be improved?

6. "As a RR/DLL/LL teacher, how much have you learned this year?" (Check one)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Nothing **A Great Deal**

7. "Reading Recovery/Descubriendo la Lectura/Literacy Lessons™ is an effective intervention."
(Check one)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly Disagree **Undecided** **Strongly Agree**

8. Other Comments:

END-OF-YEAR TESTING AND DATA COLLECTION

QUESTIONNAIRE FOR TRAINED TEACHERS (End of Year / 2017-2018)

Check Your Role.

Reading Recovery®

Descubriendo la Lectura®

Literacy Lessons™

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. "I have become a more effective RR/DLL/LL teacher this year." (Check one.)

1 2 3 4 5
Strongly Disagree **Undecided** **Strongly Agree**

2. Why are you a more or less effective RR/DLL/LL teacher this year than last year?

3. Which continuing contact sessions have been the most beneficial to your continued professional growth this year?

4. What kinds of continuing contact sessions and/or experiences would you like to have next year?

5. What are the biggest problems you face as a RR/DLL/LL teacher?

6. "RR/DLL/LL is a good intervention." (Check one)

1 2 3 4 5
Strongly Disagree **Undecided** **Strongly Agree**

7. Other Comments

END-OF-YEAR TESTING AND DATA COLLECTION

CUESTIONARIO PARA LOS PADRES DESCUBRIENDO LA LECTURA (2017-2018)

Estamos evaluando las necesidades de los niños y padres para planificar para el año que viene. Como su hijo/a ha recibido enseñanza bajo la intervención de Descubriendo la Lectura, nos gustaría saber su opinión acerca de cómo el programa ha ayudado a su hijo/a y su familia este año.

Por favor conteste brevemente las siguientes preguntas y devuelva el cuestionario a la escuela con su niño/a a la mayor brevedad posible. Sus comentarios son muy importantes para nosotros.

1. Indique el número que mejor describe su opinión acerca del enunciado: *"Descubriendo la Lectura es una intervención buena."*

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Totalmente en desacuerdo		Neutral		Totalmente de acuerdo

2. ¿Cómo ha ayudado Reading Recovery/Descubriendo la Lectura a su hijo/a?

3. ¿Qué cambios ha notado en el trabajo escolar de su hijo/a?

4. ¿Qué cambios ha notado en la auto-estima de su hijo/a?

5. ¿Cómo ha ayudado a su hijo/a en la casa con su lectura y escritura?

6. Otros comentarios:

¡GRACIAS por su apoyo!