Ch. 6 Reading Assessment

Date: _____   Start time: _____   End time: _____

Materials needed:

Meeting 6		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Compare and contrast theories of holistic bilingualism and parallel monolingualism					
2	(Deeply) explore the research supporting Literacy Squared					
3	Evaluate the feasibility of implementing reading assessments in two languages					
4	Plan outreach to promote biliterate assessment					

START HERE

Facilitator: Welcome members to the meeting.

Time Keeper: Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

Recorder: Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

Facilitator: Review the Meeting 6 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any of the activities that specifically and directly contribute to the LC goals established in Meeting 1. Add the LC goal number next to the activity(s).

Activity 1: Compare and Contrast Theories of Holistic Bilingualism and Parallel Monolingualism

Facilitator: Ask participants to use the table on page 82 to discuss the first Guiding Question (p. 83):

How does the theory of holistic bilingualism differ from theories of parallel monolingualism?

Attendance

Facilitator(s)

_____

_____

Time Keeper

_____

Recorder

_____

Other Participants

_____

_____

_____

Ask members to divide into pairs and prepare examples for at least two of the differences. If necessary, assign each pair a row to ensure examples are provided for each distinction offered by the authors.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Invite pairs to share their examples. Then ask participants to respond to these distinctions. Do they align with what they believed or knew before this discussion? Do any of these distinctions offer a new or different way of viewing teaching/learning language and content?

Activity 2: (Deeply) Explore the Research Supporting Literacy Squared

Facilitator: Have participants consider the following statement from the middle of page 84:

We believed that if literacy were planned in a holistic manner that capitalized on students' abilities, regardless of the language in which they demonstrated them, that we would see greater achievement in outcomes in both languages.

Explain that the authors go on to write that their research, The Literacy Squared Study, provided evidence to support their theories.

Divide participants into groups of 3–4. Ask groups to review the description of the research project, answering the following questions:

- How did the researchers design the study? (i.e., What did they plan to do for the study?)
- How, when, and where did they collect their data?
- How did they analyze the data?
- What were their findings?

Time Keeper: Set a time limit for this task.

Facilitator: Next, ask each group to answer the following question: How does or can (deeply) understanding the planning and implementation of research inform the work of teaching professionals? Encourage participants to respond specifically, referring to this text/study, as well as more broadly regarding educational research and practice.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Ask for volunteers to share their groups' answer. Invite other groups to compare their responses to the question.

Activity 3: Evaluate the Feasibility of Implementing Reading Assessments in Two Languages

Facilitator: Remind participants that the authors present examples for Using Assessment Outcomes to Plan Reading Instruction for Individual Students (pp. 89–90) and Using Biliterate Zones to Plan Instruction for a Class (pp. 90–92).

Then ask the group to consider individually the first Question for Reflection and Action on page 93.

Time Keeper: Set a time limit for this task.

Facilitator: Invite participants to discuss their response to the question. Encourage them to first describe their current approach(es) and then what it would take to make a change (materials, buy-in from others, time, etc.) What impact could they see the change having?

Activity 4: Plan Outreach to Promote Biliterate Assessment

Facilitator: Ask participants to return to their groups from Activity 2 and assign each one of the following groups:

- Parents
- School administrators
- (Other) Teachers
- District administrators

Ask each group to imagine that it had to prepare a presentation explaining holistic bilingual reading assessment to the individuals in its assigned category. What would they emphasize? Which of the examples from Chapter 6 (or from their own practices) might they use? What could they say to convince their specific audience that this approach contributes to students' learning?

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Invite groups to share what they discussed and what they think would be most important to highlight in a presentation to their target audiences. Encourage other groups to add to (or question) groups' proposals.

Recorder: Take notes on the discussion and prepare to share with the group after the meeting. These notes may be useful in the future as the LC considers how to garner support from supervisors and policymakers as well as facilitate efforts to collaborate with families and colleagues. (See Meeting 8, Activity 4.)

WRAP UP

Facilitator: Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting

Time Keeper: Note end time.

Facilitator: Thank members for attending the meeting.