

2018-2019 End-of-Year Considerations: Being a Reader

By Lenora Forsythe | Categories: Being a Reader, Implementation

As we say farewell to the 2018–2019 school year, we would like to offer a few end-of-year considerations for managing the *Being a Reader* program.

Being a Reader Reflection

Reflect on your year teaching *Being a Reader Small-Group Reading* Sets 1–5. Taking the time—on your own or with colleagues—to reflect on your teaching practices will give you important information about preparing to teach next school year.

Think about how you planned to teach small groups across a Set, Week, and Day.

- What worked well?
- What would you like to do differently to increase your effectiveness?

Think about how you used the small-group reading data from the Group Progress Assessments, Mastery Tests, and Individual Reading Observations.

- What did the data tell you about your students?
- How did the data and the suggestions provided in the assessments help you make instructional decisions?

Finally, review your small-group reading outcome data and think about the following questions:

- How did your students' progress through the sets compare with the suggested benchmarks? (See the "Grade-Level Expectations for Reading" chart below)
- What are the implications for determining next year's placement?
- What are the implications for summer or following-year intervention needs? (For more information, see the "RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy" document.)
- What are the implications for next year's instruction and professional learning goals?

Grade-level Expectations for Reading

		Meets or Exceeds Expectations	Approaches Expectations	Does Not Meet Expectations
Grade K	Beginning of year	Set 1+	N/A	N/A
	Middle of year	Set 2+	Set 1	N/A
	End of year	Complete Set 3	Set 2	Set 1
Grade 1	Beginning of year	Set 3+	Set 2	Set 1
	Middle of year	Set 4	Set 4	Set 2
	End of year	Complete Set 5	Set 5	Set 3
Grade 2	Beginning of year	Set 6, 7	Set 5	Set 3
	Middle of year	Set 8+	Set 7	Set 5
	End of year	Complete Set 10	Set 8	Set 6

The *Being a Reader* Placement Assessment

The placement assessment is *not* designed to be a pre- and post-test. The placement assessment is designed to quickly and efficiently assess what your students know and to place them accurately in the *Being a Reader Small-Group* Sets 1–5. The Group Progress Assessment, Mastery Test, and IRO data provide a record of what students know at the end of the year. For more information, read “Being a Reader Small-group Reading Sets 1–5: What I Have Learned About Using Data and Reteaching Decisions!”

For a complete picture of foundational skills learned, use the student’s last passed Mastery Test with the Sets 1-5 scope and sequence (in the General Resources section of *Being a Reader* on the CCC Learning Hub). The student will have mastered all the spelling-sounds and high-frequency words up to and including the lesson of the last passed Mastery Test.

Watch for the “Welcome to the 2019–2020 School Year” blog posts in August/September. These posts will support your implementation and focus on 1) considerations for assessing and grouping students new to *Being a Reader* and 2) considerations for students continuing with *Being a Reader* from the previous year.

Being a Reader Assessment Data

The *Being a Reader* assessment data is invaluable for grouping in the 2019–2020 school year. At a minimum, next year’s teacher will

need the following data to group each student for instruction:

- The most recent passed Mastery Test
- Last Set and Week instructed

We look forward to hearing from you about your experiences with the *Being a Reader* program in the 2019–2020 school year!

Be sure to read our *Being a Reader* blogs over the summer and stay connected via the Collaborative Classroom Community Group on Facebook®.