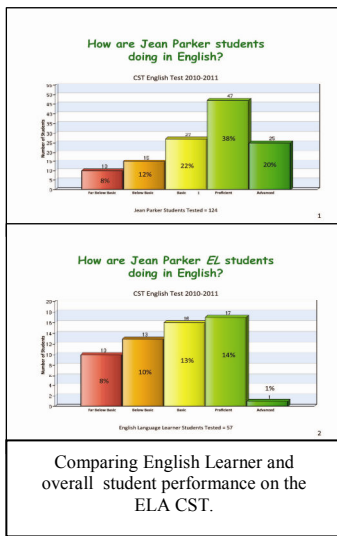


# Spotlight on School Success

## Teachers Use Assessment Data to Build Excitement for Reading

Teachers have always worked hard to build a strong reading culture at Jean Parker Elementary, a school whose population is roughly two-thirds low-income English Learners. Last year, teachers knew that in order to be truly successful implementing the Readers Workshop program, they would have to find ways to involve the whole school community in their efforts. Once they started sharing assessment data with students and families it became clear that their dream of a school full of “joyful readers” is finally coming true.

### Using standardized test results to create impetus for change



Feedback from parent surveys said families wanted to learn ways to help students. Staff worked with parent leaders to host several English Learner Advisory Committee (ELAC) meetings to share information and gather ideas from families. During these meetings, families and teachers discussed student summative data and parents learned that English Learners were not performing as well as they would like on standardized tests such as the ELA CST and CELDT.

Parents met with teachers several times over the following months. One of the most challenging questions that parents asked was: “How do I help my child pick “just right” books when I don’t speak English?” It was in response to questions such as this that the summer reading program was born.

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### Sharing formative assessment results engages the whole school community

Celia Magtoto, a fifth-grade teacher and Literacy Committee member, explains that teachers wanted to provide families with meaningful information regarding students' reading levels. Thus, they created summer reading packets which included cards listing individual student reading levels. Attached to these cards were grade-level Book Lists and Summer Reading Logs.

Celia states, “Parents were given tips on how to help their children keep reading, and not lose ground during our summer break. Both students and parents were extremely pleased with our information packet, happy that they had something concrete to use to help their children.”

The collage shows various components of the summer reading program. At the top is a 'Grade Five Book List: Levels 5 through W' with columns for Title, Author, and Lexile Level. Below it is the 'Sizzling Summer Reading at Camp Read-a-Lot' logo featuring a cartoon character. Next to it is a 'Jean Parker Summer Reading Log' with columns for Name, Title, Author, and Reading Level. At the bottom is a 'READING LEVEL FOR Lisa Yee 5-20-12' chart showing reading levels for Kindergarten through Grade 5. The level 'N' for Grade 3 is circled in blue.

Family Handouts for “Camp Read-a-Lot”

### *Creating a meaningful context*

But before teachers distributed their reading logs, they ramped up excitement for the summer reading program—“Camp Read-a-Lot”. During the final weeks of school, teachers kicked off the program by giving out Reading Awards to students who had advanced over three reading levels (based on the Fountas and Pinnell assessment.). When students and parents saw the awards, they became very interested in learning about reading levels and ways they could improve over the summer.



Students read in the main courtyard during the Reading Flash Mob

Students and parents were also asked to sign a summer reading pledge stating students would **read thirty minutes each day**. Reading practice was modeled and reinforced during two fun “Reading Flash Mobs” where all students, teachers, and staff (including the main office secretary and custodians) read for fifteen minutes together during the end of the school day.

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By **sharing formative assessment data** and actionable resources with students and families, teachers gave students the tools they needed to understand and track their own progress.

This has made a big impact on parents like Jennifer Magnone, who stated, “When I saw some of the books on the list, I was surprised! It reminded me that I should continue challenging [my daughter] Areli to read slightly beyond her level and not settle on “easy reads” too often. Also, that I shouldn’t underestimate what kids her grade level can comprehend.”

