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TE 844 – Organizational System Assignment  
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For my organizational system, I have a combination of a few different pieces which all contribute to my overall literacy assessment. My first piece is a DIBELS (Dynamic Indicators of Basic Early Literacy Skills) tracking system. My second piece is a standards checklist for the Colorado reading and writing standards. Blank pages with student's names for anecdotal notes will be included in a binder with the standards checklist. The final piece is a reading log and genre checklist that will be part of my reading portfolios. While these pieces are all separate, they work together to give me an overall picture of each student's reading development.

#### **DIBELS Tracking System:**

The DIBELS assessment is a large part of my assessment practices within my classroom. To guide and assess the interventions, the DIBELS assessment offers progress monitoring assessments which can be given anywhere from weekly to monthly. My challenge was to find a way to record and use this data in a meaningful way. In the past, I have only had paper and pencil charts where I could graph each student's progress. Honestly this method was time consuming and therefore I did not always complete it as promptly as I would have liked. I chose to create an Excel spreadsheet where I can enter the data quickly and a graph is automatically created for me. My hope is that the ease of this program will allow me to enter data immediately so I can provide instructional feedback to the students and guide my instruction.

One of my goals in creating this organizational system was to provide motivation to the students as to their achievements. By having the graph the students will be able to

see their progress visually which means much more to them than a number score. My hope is that through the visual representation of the graph on a regular, prompt basis the students will gain hope and motivation to succeed and achieve.

When discussing the role of student involvement in assessment Stiggins, Arter, Chappuis, & Chappuis (2006) stated that, “students decide whether the learning is worth the effort required to attain it. Students decide whether they believe they are capable of reaching the learning targets. It is only after our students make these decisions in the affirmative that we, their teachers, can impact their learning lives. So part of our classroom assessment job is to keep students believing in themselves as learners through the effective use of classroom assessment” (p. 17).

My second goal in creating this organizational system was to inform me of my students’ phonemic awareness growth. By having this data easily tracked I can not only create successful learning groups, but have the flexibility to change them quickly as student needs change. I know this will improve student achievement in my classroom as students are getting more intensive instruction in their areas of weakness.

#### **Colorado Reading & Writing Standards Checklist:**

In an attempt to simplify assessment to be manageable in my classroom, I made one checklist that encompasses all of the State standards. It is a direct list of the standards required by the state of Colorado along with the correlated assessments and documentation. Each student will have an individual copy at the front of their anecdotal notes section in my binder. On this copy, I will place a date when I see evidence of the standard as well as either D, M, or P, which represent difficulty, making progress, or

proficient. If further documentation is needed, it will be included in their anecdotal notes page immediately following the checklist in my binder.

Since standards have become an open part of the classroom, I will use these as an assessment *for* learning by including students in the process. Standards are clearly communicated before each lesson, so students should be well aware of the standards. Each month I will conference with students having them look at the chart and discuss things that they may have noticed about their learning.

### **Reading Logs & Genre Checklists:**

My students will each have a reading portfolio. In the reading log section, each student will have a genre checklist. This will be compiled by the teacher and reviewed by the student monthly at their conference. Following the genre checklist will be the reading logs which students have completed during center time. Each student will complete at least two logs each week. One book will be chosen by the teacher and the other by the student. The logs will help the teacher to watch each student's comprehension development as well as track each genre.

Overall, I am very excited about this organizational system and I believe it is a valuable part of my assessment scope and sequence. The assessments answer my essential questions and allow me to use assessment to improve instruction. The DIBELS spreadsheet will allow me to track student achievement and change instruction on a frequent basis. The standards checklist will ensure that I stay on track with my learning targets and give documentation of student growth. Lastly, the reading logs and genre checklists will allow me to assess comprehension skills of my students. This will make me a more focused teacher and provide my students with more valuable instruction.

## REFERENCES

- Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.
- Stiggins, R., Arter J., Chappuis, J., & Chappuis, S. (2006). *Classroom Assessment for Student Learning: Doing it Right – Using it Well*. Educational Testing Service.
- University of Oregon Center on Teaching and Learning. DIBELS Data System. Retrieved from <https://dibels.uoregon.edu/>.