



Phil

Sample Classroom Data

Subject: Reading Comprehension

Grade: Four

Assignment:

Phil completed an *Alternate Ranking* of his students in reading comprehension. In making his decision, he was to consider the degree to which the students were making the necessary progress to meet end-of-the-year standards in reading comprehension. The *Alternate Ranking* was completed at the end of the first semester.

The students listed above the line are making the necessary progress to meet end-of-the-year standards. The students listed below the line are not making the necessary progress to meet end-of-the-year standards.

Sample Classroom Data

Class Roster	Alternate Ranking
1. Alexandra	Jamie
2. Amanda	Taysha
3. David	Henry
4. Amber	Jennifer
5. Chance	Curtis
6. Chelsea	Paul
7. Curtis	Alexandra
8. Danny	Joshua
9. Doreen	Doreen
10. Eric	Nina
11. Henry	Amber
12. Ian	Chelsea
13. Jamie	Taylor
14. Jessica	Danny
15. Jennifer	Natalie
16. Joshua	Kendell
17. Kelsea	Nicky
18. Kendell	Amanda
19. Michelle	Chance
20. Natalie	Ian
21. Nicky	Kelsea
22. Nina	David
23. Paul	Raymond
24. Raymond	Jessica
25. Taylor	Eric
26. Taysha	Michelle

Reading Standards

2.0 Reading Comprehension

Students read and understand grade level appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Reading in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.1** Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2** Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

- 2.3** Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.4** Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5** Compare and contrast information on the same topic after reading several passages or articles.
- 2.6** Distinguish between cause and effect and between fact and opinion in expository text.
- 2.7** Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

Using Alternate Ranking for Instructional Decision Making

What did you learn from analyzing your *Alternate Ranking*?

1. _____
2. _____
3. _____
4. _____
5. _____

How can you use your *Alternate Ranking* for instructional decision making?

1. _____
2. _____
3. _____
4. _____
5. _____

Alternate Ranking: Questions for the Principal

Analyzing Data for Instructional Decision Making

1. How many students are listed above the line?
2. How many students are listed below the line?
3. How many students are just above the line?
4. How many students are just below the line?
5. Who are the students listed above the line?
6. Who are the students listed below the line?
7. Who are the students just above the line?
8. Who are the students just below the line?



9. Are you surprised by the ranking of any of the students?
10. Are you surprised by the distribution of the students?
11. What patterns do you see in these data?
12. How does your ranking compare with other data?

Alternate Ranking: Questions for the Principal

Analyzing Data for Instructional Decision-Making



13. How were subgroups of students distributed in the ranking?

14. Are you surprised by the distribution of the subgroups?

15. How would you describe the difference (knowledge and skills) between the student at the top and the student at the bottom of the list?

16. How would you describe the difference (knowledge and skills) between the student just above and the student just below the “cut” line?



17. What factors did you consider when you ranked the students?

18. How many factors did you consider when you ranked the students?

19. Were certain factors more important than others in your judgement?

Alternate Ranking: Questions for the Principal

Using Data for Instructional Decision-Making

1. How can you use these data to monitor student progress over time?
2. How can these data be used to promote effective decision-making?
3. Which individual students should be targeted for additional support?
4. Which subgroups of students should be targeted for additional support?
5. What specific knowledge and skills should be the focus of this additional support?
6. How have you addressed the needs of “at risk” readers in the past?
7. What knowledge and skills have been the focus of your instruction in reading comprehension?
8. What instructional strategies have you used in teaching reading comprehension?
9. How have students been grouped for instruction?
10. What changes in your reading comprehension instruction are indicated by these data?