

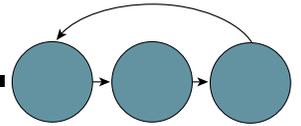
SECTION 13a: INTRODUCTION TO DATA



**Administrator Leadership Institute
Kurt Engelmann/Tara Davis**

Calendar for Full Implementation of Direct Instruction (DI)

Focus	August	September	October	November	December	January	February	March	April	May	June	July
SETTING EXPECTATIONS												
2 Student performance expectations	—————											
3 Staff Roles	—————											
4 Scheduling and Materials	—————											
5 Assessment, Placement, and Grouping	■■■■■			—————	■■■■■	—————	■■■■■	—————	■■■■■	—————		
6 Setup and materials management	■■■■■											
7 Measuring mastery	—————											
8 Student behavioral expectations	—————											
MONITORING INSTRUCTION												
9 Problem-solution orientation	—————											
10 Preservice checkouts: initial DI delivery skills	—————											
11 Practice sessions: preparing to teach to mastery	■■■■■											
12 In-service sessions: targeting critical skills		—————		■■■■■	■■■■■	■■■■■	■■■■■	■■■■■	■■■■■	■■■■■		
13 Collected data: check on mastery and progress	—————											
14 2-Minute/5-Minute observations	—————											
15 Extended observations	—————											
RESPONDING ACTIVELY												
16 Problem solving sessions using data	■■■■■				—————							
17 Remedies		—————										
18 Prioritization: which problems take precedence?	—————											
19 Overall assessment: taking stock				—————			—————				—————	
20 Using resources	■■■■■											



Look at Written Records

Lesson Progress and Mastery Records

- Lesson Progress Chart (LPC)
- Lesson performance data
- Mastery tests (In-program tests)
- Checkouts

Independent Work Records

- Independent work
- Group Summary or other summary
- Thermometer Charts

Mastery Tests—General Instructions

All children are to be given each test individually.

The test is NOT to be administered during the period allotted for reading.

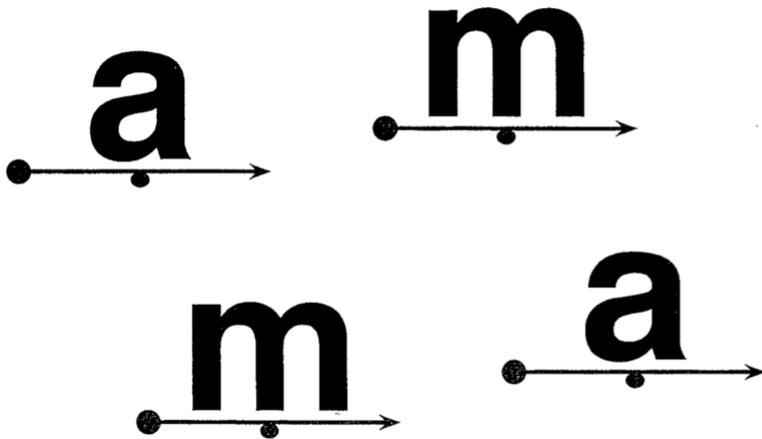
A child should neither see nor hear another child working on the test.

MASTERY TEST 1—after lesson 8, before lesson 9

- a. Get ready to tell me the sound.
- b. **(test item)** (Point to **a**.) Get ready. (Touch **a**.) *aaa*.
- c. **(test item)** (Point to **m**.) Get ready. (Touch **m**.) *mmm*.
- d. **(test item)** (Point to **m**.) Get ready. (Touch **m**.) *mmm*.
- e. **(test item)** (Point to **a**.) Get ready. (Touch **a**.) *aaa*.

Total number of test items: 4.

A group is weak if more than one-third of the children missed any of the items on the test.



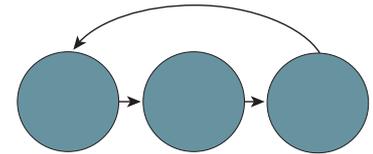
WHAT TO DO

If the group is firm on Mastery Test 1:

(Present lesson 9 to the group during the next reading period. If more than one child missed any of the items on the test, present the firming procedures specified below to those children. Present these firming procedures as soon as possible, but do not prevent the entire group from moving ahead to the next lesson.)

If the group is weak on Mastery Test 1:

- A. Present these firming procedures to the entire group during the next reading period.
 - 1. Lesson 7, Sounds, page 40, exercise 2.
 - 2. Lesson 7, Sounds, page 42, exercise 5.
 - 3. Lesson 7, Sounds, page 43, exercises 9, 10.
- B. After presenting the above exercises, again give Mastery Test 1 individually to members of the group who failed the test.
- C. If the group is firm (less than one-third of the total group missed any items on the retest), present lesson 9 to the group during the next reading period.
- D. If the group is still weak (more than one-third of the total group missed any items on the retest), repeat A and B during the next reading period.



RMT K Mastery Test 2

Exercise 3: TEST—Individually Administered

Section 1: Letter Identification

a. Touch the moon. ✓



• Touch under each letter and tell me the name. S, L, O, R, F, M.

Section 2: Letter Names a Part at a Time

a. I'll say letter names a part at a time. You'll touch the letters.

b. Here's the first letter you'll touch. Listen: **eee . . . mmm**. Touch **eee . . . mmm**. ✓

c. Here's the next letter you'll touch. Listen: **eee . . . lll**. Touch **eee . . . lll**. ✓

d. Here's the last letter you'll touch. Listen: **eee . . . fff**. Touch **eee . . . fff**. ✓

Section 3: Say It Fast

Note: Use the Mastery Test 2 scoresheet to record children's points for this oral section. Each item receives a separate score.

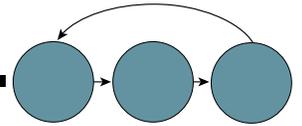
a. I'll say words a part at a time. You'll say them fast.

b. [see]

• Listen: **sss . . . EEE**. Say it fast. See.

(If child repeats saying word a part at a time, say:)

Yes, **sss . . . EEE**. Now say **sss . . . EEE** fast.



RM Signature Reading Grade 4 Checkout 11

EXERCISE 7

Fluency: Rate/Accuracy

1. Today is a reading checkout day. While you're doing your independent work, I'll call on each student to read part of the last lesson.
 - When I call on you, come to my desk with your textbook.
2. (Call one student at a time to your desk. Have the student read aloud the first 150 words of lesson 110.)

All merriment was gone from the company. Some were silent, some were irritable, and no one was in good humor.

The Ruffler put Hugo in charge of Edward and commanded Cauty to stay away from the boy. He also warned Hugo not to be too rough with the lad.

After a while, the weather grew milder, and the clouds lifted somewhat. The troop ceased to shiver, and their spirits began to improve. They grew more and more cheerful and finally began to joke with each other and insult people who passed by on the road. They were once more appreciating the joy of their lives.

Everybody the troop passed took the insults without answering, even when

3. (Time each student and keep track of his or her errors.)
 - (If the student reads the passage in one minute or less, while making no more than two errors, the student passes the checkout.)
 - (If the student takes more than one minute to read the passage or makes more than two errors, have the student reread the passage until he or she reads it in one minute or less, while making no more than two errors.)