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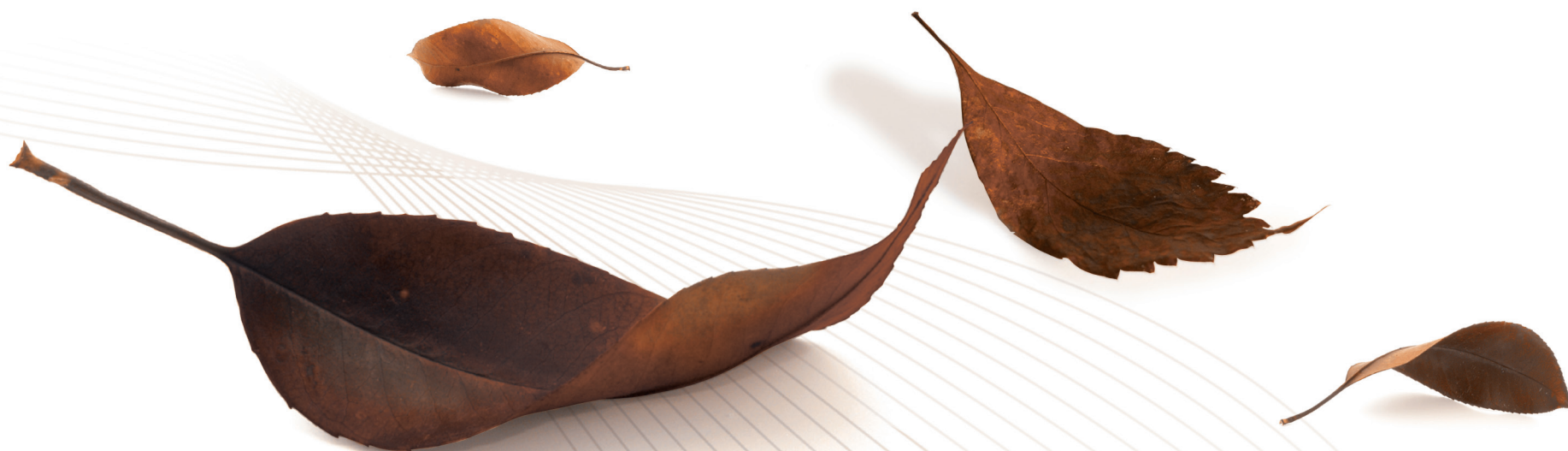
The CAT-4 results are in. What now?

Student learning and achievement rises when the data gained from the assessment is used to adjust and focus teaching strategies. As with many other student assessments, patterns emerge that, when analyzed, draw attention to areas in which students excel, and others in which students require support and additional focus. When using the data gained from the CAT-4 assessment to focus on programming, it is important that other information also be considered, including teacher gathered anecdotal information, information from student conferences, discussions with parents, as well as information found in student files. An effective instructional cycle will be one through which the teacher is able to gather data about student learning through a variety of assessments and identify areas of need. Aligning the areas of need with the appropriate areas of the curriculum will then provide a solid foundation from which to make instructional decisions that will enhance student learning.

The Objective Competency Report lists competency levels for all students within the class. (An explanation of the Objective Competency Report can be found in

“Interpretation of Score Reports at the Student and Class Levels.”) When reading the class results in the Objective Competency Report, the number of students in the low competency range may not always seem to be great. It is also worthwhile to note the number of students that are listed as competent. Using the information gained from the Objective Competency Report, in conjunction with classroom assessments, will provide focused information about skills to target for further review and practice. In this way, the Objective Competency Report will support those students who score in the low competency range, as well as students who achieve within the competency range, by helping teachers to identify areas of need and those students who would benefit from reinforcement in these areas.

The website www.canadiantestcentre.com includes Curriculum Matches that align each question to the curriculum expectation to which it most closely applies. (see example on page 2) The Curriculum Matches are useful tools to help teachers easily identify the curricular expectations/outcomes which will become a focus for individual students.



1. Reading for Meaning Ontario Curriculum, 2006 Specific Expectations		CAT•4 MULTIPLE-CHOICE TESTS		CAT•4 CONSTRUCTED-RESPONSE TASKS
		READING	VOCABULARY	RESPONSE TO TEXT
1.1	read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts			
1.2	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	17, 31		
1.3	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts	1, 3, 5, 16, 37, 45		
1.4	demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details	2, 6, 7, 22, 26, 29, 42, 48		1, 2, 6
1.5	develop interpretations about texts using stated and implied ideas to support their interpretations	10, 12, 18, 20, 24, 25, 30, 46, 47		
1.6	extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them			1, 4, 5
1.7	analyse increasingly complex texts and explain how the different elements in them contribute to meaning	22, 32		3, 7
1.8	make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views			4, 5
1.9	identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives	8, 40, 43		4, 6

Organizing and implementing an instructional learning cycle requires detailed planning. This planning may be done in grade-level educator teams. One suggested procedure is to:

- list areas of need and the competency levels of all students in the class;
- identify and cluster expectations for the subject area being assessed with the support of the Curriculum Matches found at www.canadianachievementtests.com;
- cluster expectations/outcomes across curriculum areas to address many types of learning and make cross-curricular connections;

- select activities from the *CAT-4 Teacher Resource Manual* to provide focused instruction to meet specific student needs;
- examine classroom resources available to support student learning;
- reflect on human and text resources available through the school board that will provide support for the instructional strategies that will be used by the students.

An example is shown below:

LANGUAGE LEARNING PLAN – GRADE 6 MEDIA LITERACY DATE 					
AREAS OF NEED AND CORRESPONDING CAT-4 OBJECTIVE COMPETENCY LEVELS	APPLICABLE LANGUAGE CURRICULUM EXPECTATIONS FOCUS: READING	APPLICABLE CROSS-CURRICULAR EXPECTATIONS	CAT-4 TEACHER RESOURCE MANUAL INSTRUCTIONAL ACTIVITIES	TEXT RESOURCES AVAILABLE IN CLASS	OTHER SCHOOL AND BOARD BASED RESOURCES
<p>Reading Media Text 6-Low 15-Competent 1-Proficient</p> <p>Analysis of Text/ Graphics 1-Low 21-Competent 0-Proficient</p> <p>Conventions 10-Low 12-Competent 0-Proficient</p>	<p>Responding to and Evaluating Texts 1.8</p> <p>Purpose and Audience 1.2</p> <p>Demonstrating Understanding 1.4</p> <p>Making Inferences / Interpreting Texts 1.5</p> <p>Point of View 1.9</p> <p>Text Form 2.1</p> <p>Text Features 2.3</p>	<p>Social Studies Inquiry/Research and Communication Skills: Primary and Secondary Sources</p> <p>Mathematics Data Management and Probability: Collect, organizes and display data</p>	<p>Stated /Visual Information Page 20 #8 Page 22 #13 - 16 Page 23 #17 - 20</p> <p>Analysis of Text/Graphics Page 31 #2 Page 33 #8 Page 42 #32, 34, 35 Page 44 #42</p> <p>Central Thought Page 55 #25, 26</p> <p>Response to Text Page 65 #3 Page 70 #16</p>	<p>Classroom reading set</p> <p>Novels</p> <p>Computer / Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Bulletins</p> <p>Art publications</p>	<p>Specialist teachers</p> <p>Rotary model</p> <p>Resource Teachers</p> <p>Visiting Artists in the Classroom</p> <p>Magazines and other publications in library</p>

Based on the data gathered from the CAT-4 assessment and other in-class observations, the teacher will make decisions about the instructional groupings or support to be provided to individuals. Providing opportunities for students to work in pairs and small groups, as well as individually, will provide them with immediate feedback, as well as the opportunity to develop their ideas more fully. These groupings may be instructed during the guided practice time. Students must have access to practice time and space. With the assessment data provided by the CAT-4, consideration must be given to the instructional approaches and strategies that will best support student learning. All students will benefit by the use of strategies designed to promote critical and creative thinking before, during and after instruction.

- Activating prior knowledge means engaging the students before beginning the instruction. During this activity, students will share information that they already have. Activities include: generating questions, brainstorming, previewing vocabulary or text features, making predictions, identifying and using organizational pattern. Engaging in purposeful discussion is vital to enhancing student understanding. It helps in the development of ideas. Discussion can begin in small groups initially such as through a Think–Pair–Share activity and then students may be asked to discuss in larger groups.
- In order to construct knowledge and to monitor comprehension, students must be engaged during instruction. To achieve this engagement, students may be asked to visualize or to use concrete materials, to make inferences, to question the text, to use context and features of the text, to use organizers and to focus on vocabulary management.
- Once instruction has been completed, students think critically about their new knowledge. They may compare and contrast, identify relationships among ideas, make generalizations and draw conclusions, use and apply a process or skill in a different situation.

Teachers may work together in grade-level groupings, if student needs align, in order to organize their instructional cycles. An organizer, such as the Next Steps Planning Chart (see example on page 5), can help delineate the main elements needed to support instruction. Examining and noting the data provides the reasoning for the instruction. The instructional cycle may focus on one or two expectations, but other expectations will form a clustered grouping that will be dealt with as well. Focused instruction requires use of a variety of instructional strategies that will engage the students in order to help them be successful. Teachers observe student interactions and demonstrations to assess the level of achievement.

Using data provided by the CAT-4, as the foundation from which to plan instruction and support students through their learning, provides a base from which knowledge and skill development can be measured. At the end of an instructional cycle, renewed examination of the data will continue to guide the instructional process in order to enrich student learning.

NEXT STEPS PLANNING CHART – GRADE 6 | MEDIA LITERACY | DATE

CONCLUSIONS FROM DATA	TARGET EXPECTATIONS FOCUS: READING	TEACHING STRATEGIES TO BE IMPLEMENTED	STUDENT LEARNING DEMONSTRATIONS	MONITORING STUDENT LEARNING
<p>21 of 22 students in low or competent range in</p> <p>Reading Media Text</p> <p>22 of 22 students in low and competent range in</p> <p>Analysis of Text/ Graphics</p>	<p>Responding to and Evaluating Texts 1.8</p> <p>Making Inferences / Interpreting Texts 1.5</p> <p>Clustered Expectations</p> <p>Purpose and Audience 1.2</p> <p>Demonstrating Understanding 1.4</p> <p>Point of View 1.9</p> <p>Text Form 2.1</p> <p>Text Features 2.3</p>	<p>Gradual Release of Responsibility</p> <p>Before, During and After</p> <p>Think–Pair–Share</p> <p>Making Predictions</p> <p>Compare and Contrast</p> <p>Drawing Conclusions</p>	<p>Students will share their understandings in a round table discussion OR students will display their understandings by inserting labels and explanations on a media text.</p>	<p>Students will complete 3 individual reflections and 2 group reflections at intervals during the instructional cycle. Teacher will provide guiding questions.</p> <p>Assessment: Anecdotal notes work samples</p>