

## Step 7 - Planning to Assess Progress

The teachers agreed that they would work with the groups for approximately four weeks. At the conclusion of the four-week cycle, they would reassess the students for the specific skill that they were working toward improving. Depending upon the pillar of literacy as well as the specific skill being addressed, different assessments would offer different data. If a student had been working on phonics or phonological awareness, they would be re-assessed with the letter and sound identification lists. A student who had been working on fluency or comprehension would be re-assessed with a running record. Vocabulary improvement could be re-assessed through the use of unit exams and writing samples.

One short-term goal would be to help the child develop enough of a skill set to advance one reading level. A medium-term goal would be to advance enough reading levels to advance at least one proficiency level by the following report card period. A long-term goal would be to help the child make enough movement to place the child on or above the grade level expectation for reading.