



Suggested Instructional Plans for Student Worktexts, Measuring Up e-Path Online Assessments, and print or online Diagnostic Practice Tests

Measuring Up is a dynamic program students can use to help them improve their skills!

Having used the program in many different types of classroom settings, I have found the program to be extremely flexible. This flexibility extends to meeting the needs of my students' various aptitudes, to time constraints with scheduling, and meeting the standards.

This is not “teaching to the test.” This is teaching the standards in a concise way that allows your students to perform well on the test.

This program can be used for whole class, small group, or individualized instruction. It can be all three in one class period! It maximizes the students' learning with minimal prep time for the teacher.

I love this worktext because it is structured in such a way that each lesson builds on the last. With most anthologies, unless you teach every single story/unit, you have to supplement your curriculum with outside materials for your students to get each literary, poetry, or dramatic term as dictated by the standards. Some stories are just too long to teach with the time constraints and limitations we have in the classroom. The Measuring Up worktext's short stories are that, short! You can cover each lesson knowing that your students are getting all of the required state standards!

The premise of the program is simple.

- ✓ Worktexts provide you with mini-lessons that cover specific standards.
- ✓ Formative and diagnostic assessments test all the standards and link to the instruction in the worktexts to help you monitor how students are doing and provide them with more practice when needed.

Once you understand this, the program can be used in vastly different ways:

- ❖ **Comprehensive year-round supplement**
- ❖ **Targeted year-round supplement**
- ❖ **Intervention/Pull-out Program**

COMPREHENSIVE YEAR-ROUND SUPPLEMENT (Mini-lessons-entire class)

Early September – March (testing time)

85 minutes weekly or 17 minutes daily

Use all Measuring Up lessons to ensure coverage of all your standards. Use Measuring Up ePath Formative and Diagnostic Assessments to monitor progress and for review. The ePath Class Personal Prescriptive Path (P3) report shows you which students are still struggling with specific standards.

Here is a typical week:

- Mondays and Fridays are Measuring Up days.
- I start by reviewing the last week's lesson then move into a new 20 minute mini-lesson – using the Focus On & Guided Instruction portions of the lesson.
- Then the students put what they learned to work by completing the first section of the lesson. The five multiple-choice questions at the end, "Assessment Practice," or end-of-chapter Building Staminas can be done for homework.
- They review and finish the lesson on Friday, in groups of four.
- Typically, on Friday, the students start by reviewing the mini-lesson from Monday.
- They have about 35 minutes to work.
- They can discuss the Guided Reading, Apply, and Assessment Practice questions and the possible responses with each other.
- While they are working, I go online to create a Formative Assessment based on the standards we have reviewed in the past month. I use the QuickTest feature to create a test with Measuring Up e-Path.
- The "group leader" shares with the rest of class something that the group learned.
- Twenty minutes before the end of class we go to the computer lab. Students log on to Measuring Up e-Path online to take the 5-question formative assessment. We do this once every 4-6 weeks. When we do not use Measuring Up e-Path, I use the Assessment Practice and Building Stamina for review and progress monitoring.
- The following Monday we begin by reviewing the last week's assessment before moving onto the next lesson. This is a great way to cover "test-taking skills" on a weekly basis. We use the Measuring Up lessons in order since one lesson builds on the next.
- To simulate a true test-taking experience, once or twice a year I administer the Measuring Up Diagnostic Practice Tests (DPTs) to check students' understanding of all the standards. I use the test results to determine areas of strengths and weaknesses and to determine which worktext lessons to use next.

TARGETED YEAR-ROUND SUPPLEMENT (Entire class)

Early September to March (testing time)

60 minutes weekly or 12 minutes daily

This strategy uses only lessons needed as diagnosed by your student's DPT results.

Your students start by taking a print or online Diagnostic Practice Test (DPT) to identify strengths and weaknesses.

Use Measuring Up ePath to administer online tests and to review the Class P3 report, which details student proficiency by standard. Then you can use the program for differentiated instruction.

- Here you pick and choose worktext lessons that your class needs the most.
- Again, a mini-lesson takes about 20 minutes to teach.
- The students can work on the lesson in class or for homework and can be reviewed as a class the following day. We spend 35 minutes reviewing.
- The students take a 5-question online formative assessment about every 4-6 weeks, after each chapter or strand covered. Since Measuring Up ePath is online, they may take these assessments at home or in class. This shows that more work needs to be done in a given area or that the task has been mastered.
- Administer one or two more DPTs as needed for review and assessment practice in the middle of your program and/or at the end of your program.

INTERVENTION/PULL-OUT PROGRAM

(Group or Individual)

1 class period per week – 55 minutes from October-March

OR

2-3 hours/ week for 3-4 months

Intervention/Pull-Out programs can be: during regular class-time, after or before-school study programs, during Saturday school, or summer school.

Your students start by taking a print or online Diagnostic Practice Test (DPT) to identify individual student needs. Online tests may be administered using Measuring Up e-Path. The ePath Differentiated Learning Groups report will tell you which groups of students are struggling with which standards. Then you can choose the appropriate Measuring Up lessons for individualized instruction.

During regular class time:

If a few students need targeted instruction, I get the rest of the class on a task. The students who need targeted instruction work with me. This works well. They know that at some point they will be in that circle getting the information they need. Further, they know how important it is to pass this high-stakes test and are more than willing to join the “work-circle.” Typically, these work-circles occur one day a week. After the work circle instruction for that strand or standard is completed, I administer a short formative assessment to see if those students have mastered the skill or need more work. (My students and I like to do these on Fridays – for the entire class period or 55 minutes.)

For more intensive pull-out, after-school, Saturday-school or summer school programs:

More lessons can be covered in a shorter period of time so that you can use the program in a targeted way as described above, but for 2-3 hours/week for 3-4 months. Use only the lessons needed as determined by the Differentiated Learning Groups report. Also, you may pick and choose portions of the lessons to use with your students based on their needs. For instance, if your students have basic comprehension of some skills, you may choose to skip the Guided Instruction and use only the Apply and Assessment Practice sections for more application and test practice.

Regardless of what model you use, the basics of the program stay consistent!

- ✓ Every lesson shows which standards you are covering.
- ✓ All the standards are covered, so you don't have to worry about missing any skills.
- ✓ Diagnostic Practice Tests and Formative Assessments can be used to monitor progress and drive instruction.

Written for teachers by a teacher!

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