

SCRIPT

CFIP STEP 4

<p>VIDEO</p>	<p>AUDIO</p>
<p>HEIDI, CHRIS, ELIZABETH, and SANDY gathered around the same desktop computer</p> <p>KEY BELOW: CFIP Protocol Question F: What instructional factors might have contributed to the patterns of student performance on the assessment?</p> <p>CHRIS starts to type on the laptop and continues typing off and on as dialogue goes forward.</p>	<p>HEIDI: Let's get back to Chris's question from a few minutes ago. The data from the county test showed that the kids are not doing very well in summarization and paraphrasing, yet we know that they can do these every day in class.</p> <p>SANDY: The VSC objective where we are asking kids to draw inferences is the same way. I know that a lot of kids are successful with that in class, but they had trouble with it on this test.</p> <p>ELIZABETH: And the reverse is also true. Here is an objective -- where students had to use context clues. That one surprised me with how well they did.</p> <p>HEIDI: So, we seem to have a dilemma. There are a few skills that we know we have worked on, which we are seeing pretty good performance on in class, but that the students failed on the benchmark. You know, I was wondering about the wording of the questions themselves.</p> <p>SANDY: Can we look at them?</p> <p>HEIDI: Absolutely. Let me bring them up. <i>(Punches a few keys on the desktop and a new report appears on the computer screen)</i> Here they are.</p>

<p>KEY BELOW: CFIP Protocol Question G: What steps will we take to address the patterns of class needs? How and when will we re-assess to determine progress?</p>	<p>CHRIS: Right. Here is the question where students had to identify which statement was supported by a website.</p> <p>SANDY: Wait a minute. The question requires the students to summarize and then connect it to one of the given statements. In class we have written summary statements, but we haven't asked them to choose a summary statement from a given list.</p> <p>ELIZABETH: That could be it.</p> <p>SANDY: So, as we re-teach, we need to vary the language in the question and allow the students to produce their work in more than one format.</p> <p>CHRIS: For sure!</p> <p>HEIDI: But, I am wondering if there could be something deeper here, beyond just the words that we used. Look. For this question, two-thirds of the kids responded A – a personal reaction to events (<i>wrong answer</i>). You can see why they answered that way, but it was completely incorrect. I am wondering what might be the best way to re-teach this objective so they answer correctly the next time.</p> <p>ELIZABETH: Maybe if we look at the CFIP reflection guide, we will get an inspiration.</p> <p>HEIDI: Good suggestion. Here it is. Just happen to have it handy! (<i>Passes out sheets.</i>)</p> <p><i>All read.</i></p> <p>SANDY: How about if we together developed a way that we could re-teach this concept using a graphic organizer. Maybe a concept map? We could have the kids students choose the statements that would be best supported by</p>
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	<p>the information that they have written down on the concept map.</p> <p>ELIZABETH: OK, so we will re-teach by using a concept map (<i>type of graphic organizer</i>) and be sure to vary our word choice and activities. And then, we will reassess. Maybe some of the public release items on the MSDE tool kit could be used as the post-test.</p> <p>CHRIS: And when would we want to re-assess?</p> <p>HEIDI: Whenever each class is ready, but, definitely by two weeks? How does that work?</p> <p>SANDY: Sounds good to me.</p> <p>OTHERS: OK, Sure.</p>
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