

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to begin to explore familiarize themselves with TNReady assessment in English language arts. This should take approximately 45 minutes.

**Topic for Discussion: TNReady ELA Blueprint (Summary and Parts I and II) Focus: Curricular Planning**

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| <b>Step 1:</b> | <p>Download the “TNReady ELA Summary Blueprint and ELA Blueprint ” by appropriate grade level from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a>. (You may also make copies of them from this manual)</p> <p><b>PRIOR:</b> You will also want teachers to bring in an assessment they currently use in class as well as a copy of the Tennessee Standards for the grade and/or course(s) they teach.</p>  |
| <b>Step 2:</b> | <ol style="list-style-type: none"> <li>1. If you have not shown your staff the TNReady overview video or the accompanying PowerPoint presentation, review the presentation you downloaded from the “For Leaders” section of TNCore website.</li> <li>2. Give teachers time to discuss any immediate reactions and share out.</li> </ol>   |
| <b>Step 3:</b> | <p>Hand out the “ELA Summary Blueprint” for your appropriate grade level to your teachers.</p> <p>Use the following guiding discussion questions:</p> <ol style="list-style-type: none"> <li>1. Note that items are divided across Writing and Reading. The summary blueprint also contains both number of items and score points.</li> <li>2. What areas will be scored in writing on the total test (parts I and II)?</li> <li>3. What areas will be scored in reading on the total test?</li> <li>4. Looking at the ELA Summary Blueprint, how many questions are going to be used on the writing assessment? How many will count? (<b>NOTE:</b> There will be one operational item and one field test item.)</li> <li>5. Look at score points for writing? How are the points weighted across the item in regards to score points?</li> <li>6. What percent of a student’s score will come from the reading portion of the overall test?</li> </ol> |
| <b>Step 4</b>  | <p>As you can see from the Summary Blueprint, we have a clear roadmap to our planning. Lets now look at the more detailed breakdown of Parts I and II.</p> <p>Hand out the ELA Blueprint for ELA Part I and Part II for the appropriate grade level to your teachers. You may also want to give them the appropriate writing rubric for their grade band.</p> <p>Use the following guiding discussion questions:</p> <ol style="list-style-type: none"> <li>1. Looking at Part I, how are the score points awarded for the Writing category? Which standards are covered?</li> <li>2. How could the weighting of the standards and score points impact our <b>curricular planning</b> for the year/semester?</li> </ol> <p><b>(continued on next page)</b></p>  |

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| <b>Step 4<br/>(cont'd)</b> | <p>On Part II of the TNReady ELA assessment:</p> <ol style="list-style-type: none"> <li>3. What areas of reading will be assessed?</li> <li>4. Based on the number of questions asked in Part II, how many points will be awarded to the student?</li> <li>5. After looking at the number of questions and score points, are there standards that need to receive more attention? Which ones?</li> </ol>   |
| <b>Step 5</b>              | <p>After reviewing Part I and Part II of the ELA Blueprint, use the following questions to drive <b>curricular planning</b> at your school or in your district:</p> <ol style="list-style-type: none"> <li>1. Does our current approach to <b>curricular planning</b> and pacing emphasize the key standards and performance expectations for students?</li> <li>2. Are <u>all</u> teachers in your school trained in the components of the writing rubric that will receive the most focus?</li> <li>3. Does our current approach to <b>curricular planning</b> allow ample opportunities for students to engage in rigorous activities reflective of how TNReady will assess them?</li> <li>4. What percentage of the reading score will come from reading informational text? How do you ensure that this type of reading is happening in your school?</li> <li>5. What types of reading strategies have non-ELA teachers in your school been given? How do you ensure their use?</li> <li>6. Brainstorm the: <ul style="list-style-type: none"> <li>• 3 areas of our <b>curricular planning</b> that need to be modified</li> <li>• 2 areas of our <b>curricular planning</b> that appear to be on target</li> <li>• 1 process we need to initiate to ensure our <b>curricular planning</b> aligns with the expectations of TNReady</li> </ul> </li> </ol> |

