



The CAFE Book

EXPANDED SECOND EDITION

Chapter Three

WEEK FOUR: JANUARY 28, 2020

Book Study

Do this section before
we begin on Tuesday

Getting Ready for Chapter Three

Please take time to reflect and answer the following questions before our session.

Think of a student for whom the assessment data does not give a clear or accurate description of what they know and can do as a reader. What is missing?

How do you determine student reading goals?

What information do you use to form small groups? Are they flexible?

What assessments do you use, and what information do they give you about your students?

What We'll Discover

- How the constrained-skills theory helps us narrow our focus when goal setting with students
- The Seven Steps from Assessment to Instruction
- Bloom's Taxonomy of Cognitive Processes

Chapter Three Reading

Read pages 50–57. How does the constrained-skills theory (p. 13) help narrow our focus when goal setting with students?

Read pages 57–72. How are the Seven Steps from Assessment to Instruction similar to your current practice for goal setting? How are they different?

Quotes Worth Discussing

What this means to me

Formal assessments don't tell us everything we need to know about our students. They are a snapshot of one day, under specific conditions, of what a student is able to do in that moment. However, when we take that snapshot and combine it with conversation, observation, and other snapshots, we have a more complete picture—a true picture that allows us to do justice to our students by meeting their instructional needs.

page 50

Every person learns differently. We teach to the individual, not the setting. The setting is just where the teaching is going to happen. It tells us how many people will be learning. The setting we teach in is simply one more factor we can modify to enhance student performance.

page 73

The transition from grouping by level to grouping by strategy need challenged our thinking, and it was through research, experience, and practice that we finally knew it was necessary to better meet the needs of our students.

page 74

If we aren't using our assessments to inform our teaching, we've missed an opportunity to learn valuable information about our students and wasted a considerable amount of time—both ours and theirs.

page 75

Putting Ideas Into Practice

- Start with one student. Use Figure 3.9 as a guide and begin by assessing and goal setting with one student. What went well? What questions do you have?
- Review your standards while looking at Bloom's Taxonomy of Cognitive Processes (Figure 3.14). Determine learning expectations to help guide instructional decision making.
- What behaviors are you noticing need attention? Confer with one or two students who would benefit from a behavior goal. Set a goal and make a plan.



One takeaway or idea you will continue to think about after today.

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#CAFELiteracy #Chapter3

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