

Answers to Chapter 6: Comprehension Questions

1. *What are the three types of lessons teachers typically use in a unit of instruction? How do teachers align lessons with the close reading proficiency scale?*

Teachers use direct instruction lessons to present new content, and these lessons usually apply to levels 2.0 and 3.0 on the proficiency scale. Practicing and deepening lessons involve different kinds of instructional strategies that allow students to develop their abilities at a more rigorous level and are usually at level 3.0 on the proficiency scale. Knowledge application lessons allow students to work independently to apply their knowledge in situations beyond the standard content of a course. Knowledge application lessons allow students to perform at level 4.0 on the proficiency scale.

2. *What is the difference between a leveled assessment and a holistic assessment? How can teachers use these types of assessments?*

A *leveled* assessment presents separate assessment items for each level of the proficiency scale. A *holistic* assessment uses the entire scale to assess all items at once. In either case, the teacher uses the proficiency scale as a rubric, making a judgment about the student's performance on the levels of the scale. The teacher should use both types of assessment as students develop their close reading abilities.

3. *How can teachers use personal goal setting and performance tracking to encourage student self-efficacy in learning a skill like close reading?*

Students setting goals and tracking their performance has been related to a 32 percentile gain in student achievement (Marzano, 2010). By having students set personal goals and use an associated tracking form to understand their progress in learning to apply the close reading process, students gain self-confidence in using this challenging skill.

Source: Marzano, R. J. (2010). Formative assessment & standards-based grading. Bloomington, IN: Marzano Research.