

How to Create Your Customized Data-Collection Tool

Follow these instructions to create a Data-Collection Tool tailored to your team's instructional goal.

1 Download a copy of the Data-Collection Tool template.

2 Fill in your team goal, the grade(s) you plan to visit, the teacher(s), and the date.

Data-Collection Tool

Team Goal:		
Grade(s):	Teacher(s):	Date(s):
Component(s) to Observe: <input type="checkbox"/> Read-Aloud <input type="checkbox"/> Shared Reading <input type="checkbox"/> Small-Group and Independent Reading		
<input type="checkbox"/> Word Work <input type="checkbox"/> Writing <input type="checkbox"/> Language		
Classroom Arrangement: <input type="checkbox"/> Whole-Class <input type="checkbox"/> Small Group <input type="checkbox"/> Individual		

LOOK-FORS BY CATEGORY	TEACHER SAYS/DOES	STUDENTS SAY/DO
[Paste by category look-fors from the bank for you chosen component(s) here.]		

Data-Collection Tool

Team Goal: To engage students in discussions about text in which they share big ideas		
Grade(s): 3	Teacher(s): Monero and Jackson	Date(s): 12/2
Component(s) to Observe: <input type="checkbox"/> Read-Aloud <input checked="" type="checkbox"/> Shared Reading <input type="checkbox"/> Small-Group and Independent Reading		
<input checked="" type="checkbox"/> Word Work <input type="checkbox"/> Writing <input type="checkbox"/> Language		
Classroom Arrangement: <input checked="" type="checkbox"/> Whole-Class <input type="checkbox"/> Small Group <input type="checkbox"/> Individual		

LOOK-FORS BY CATEGORY	TEACHER SAYS/DOES	STUDENTS SAY/DO
-----------------------	-------------------	-----------------

3 Check off the literacy component(s) that you plan to observe (i.e., Read-Aloud, Shared Reading, Small-Group and Independent Reading, Word Work, Writing, and/or Language).

4 Check off the classroom arrangement for that component (i.e., whole-class, small group, individual).

5 Choose the category or categories for the literacy component(s) you've checked off. For guidance, see the Look-For Banks in the Downloads section.

In this example, the Shared Reading bank includes the look-for categories:

Environment Fluency
Print Concepts Comprehension
Phonics Engagement

Shared Reading • Look-For Bank				
Look-For Categories	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
Environment	Complex and engaging text is used for shared reading (i.e., texts that have multiple levels of meaning appropriate between fiction and nonfiction). The classroom library is large and contains an extensive range of topics, text types, and genres. The classroom is filled with books and other texts on a variety of topics and in a variety of genres, and reflect all			
Print Concepts	Understand parts of the book. Practice directionality: left to right, top to bottom, page by page. Separate written words with spaces. Recognize simple punctuation. Recognize upper- and	Understand basic features and organization of print (e.g., basic features of a sentence).		

Shared Reading • Look-For Bank									
Look-For Categories	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
			Decode words with prefixes and suffixes.	Read grade-level appropriate irregularly spelled words.	Use knowledge of prefixes, suffixes, and root words to decode unfamiliar multisyllabic words in context and out of context.				
			Identify words with inconsistent but common sound-spelling correspondences.	Segment words into syllables to spell them.					
Fluency	Are exposed to fluent oral reading (i.e., phrasing and expression). Recognize common high-frequency words and sight words.	Read common high-frequency words and sight words.	Read appropriate texts with purpose and meaning. Read appropriate texts, including stories, poetry, and nonfiction, with accuracy and adequate phrasing and expression to support comprehension. Reread and use context to confirm or self-correct word recognition and comprehension.						
Comprehension	[Teacher] points out and clarifies new vocabulary words. Make predictions about what will happen in a story based on text details and prior knowledge.		Read and write common high-frequency words and sight words.					Identify and know the meaning of common prefixes and derivational suffixes (e.g., suffixes that make new words).	
	Identify the main features of the text. Identify the meaning of the text. Identify key details in nonfiction. Retell the story, including key details, and discuss the central message or theme of the story. Identify who is telling the story. Identify the author's point of view, the author's purpose, and the meaning of the text. Describe connections between events and information in the text. Describe characters, settings, and major events in the story, noting details.	Think through earlier predictions and why they were or were not correct, referring to the text for details. Identify author's purpose for writing a nonfiction text. Describe how text evidence supports the author's point(s). Determine main idea of a text and explain how key details support it.							

6 To make the walk manageable, focus in on one or two categories (e.g., Fluency and Comprehension).

Fill in or copy and paste the category heading(s) in the Look-For Category column on the Data-Collection Tool.

7 Write the specific look-fors that align to your problem of practice under each category heading.

If you are using the Look-For Banks, copy and paste the looks-fors you've selected in the Data Collection Tool.

8 Print out enough copies of your customized Data-Collection Tool for your entire team.

Data-Collection Tool

Team Goal:
To engage students in discussions about about text in which they share big ideas

Grade(s): **3** Teacher(s): **Monero and Jackson** Date(s): **12/2**

Component(s) to Observe: ☐ Read-Aloud ☒ Shared Reading ☐ Small-Group and Independent Reading
☒ Word Work ☐ Writing ☐ Language

Classroom Arrangement: ☒ Whole-Class ☐ Small Group ☐ Individual

LOOK-FORS BY CATEGORY	TEACHER SAYS/DOES	STUDENTS SAY/DO
Fluency <ul style="list-style-type: none"> Read appropriate texts with purpose and meaning. Read appropriate texts, including stories, poetry, and nonfiction, with accuracy and adequate phrasing and expression to support comprehension. Reread and use context to confirm or self-correct word recognition and comprehension. 		