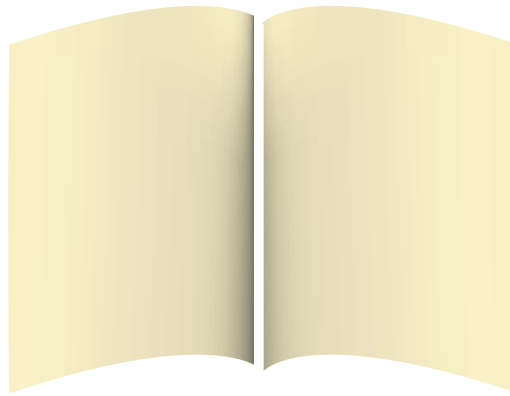


MIDDLE SCHOOL MATTERS

INSTITUTE



## Self-Assessment: Reading Throughout the Content Areas



**Middle School Matters Institute**  
An initiative of the George W. Bush Institute in partnership with  
**The Meadows Center for Preventing Educational Risk**



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## ABOUT THE SELF-ASSESSMENT



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **reading** practices implemented throughout all content areas. Users should follow these steps for **each principle**.

## INSTRUCTIONS

**Step 1: Convene a Middle School Matters Leadership team** and set aside 1-2 hours for the self-assessment.

**Step 2: Gather all available data** (see page 4).

**Step 3: Assess current instructional practices**, using data gathered in step 2, and indicate which instructional traits are implemented:  
a) consistently, b) inconsistently, or c) not at all.

Consult the MSM Field Guide for more information:

[https://greatmiddleschools.org/wp-content/uploads/2016/05/3a\\_FieldGuide\\_Reading.pdf](https://greatmiddleschools.org/wp-content/uploads/2016/05/3a_FieldGuide_Reading.pdf)

**Step 4: Summarize assessment results and determine the level of implementation** according to the rubric (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

- 1. No Implementation:** No evidence of implementation.
- 2. Exploration:** Willingness to implement, but little to no evidence of actual implementation. May be in planning stage.
- 3. Initial Implementation:** Evidence indicates that implementation has begun but is largely inconsistent.
- 4. Full Implementation:** Strong evidence of implementation of all or most of the traits and practices.
- 5. Sustainability:** Strong evidence of implementation with processes in place for continued implementation in the future.

## NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-assessment, select a few key principles to focus on for the upcoming school year. Using the MSMI Action Plan Template (<https://greatmiddleschools.org/msmi-implementation-and-action-plan-templates/>), develop measurable goals with specific action steps and deadlines for each chosen principle.

# Self-Assessment: Reading Throughout the Content Areas

Applicable Content Areas: ELA, science, social studies; math (predominantly vocabulary instruction)

Date: \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

Participating team members: \_\_\_\_\_

## SOURCES OF DATA:

### STATE/DISTRICT CURRICULUM

- Teacher Editions of ELA, math, science, and social studies curricula
- Scope and sequence of ELA, math, science, and social studies curricula
- State standards for ELA, math, science, and social studies

### SCHOOL/TEACHER INSTRUCTIONAL DELIVERY

- Range of lesson plans for ELA, math, science, and social studies classes
- Walk-through or classroom observations for ELA, math, science, and social studies classes
- Notes from department team meetings or grade level team meetings
- List of professional development sessions provided or attended over the past year
- Description of intervention groups/intervention classes, including schedule and curriculum

### STUDENT DEMOGRAPHIC AND PERFORMANCE DATA

- Demographics, including number of English learners and students in special education
- Course passing rates for ELA, math, science, and social studies
- Scores from state assessments and end-of-course assessments
- Scores from standardized achievement tests
- Scores from interim assessments and/or curriculum-based assessments
- List of students receiving intervention and their progress within those interventions

**Principle 1: Establish school wide practices for enhancing reading for understanding within all content area instruction.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Identify key words for learning, teach at least two words per class every day, and review one word from previous instruction.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers select words in a unit that are high priority and high utility, and these words are taught explicitly throughout the course of the unit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Every day, teachers teach at least two words related to the lesson topic and review one word from previous instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers use vocabulary maps to teach key words. Maps include the key word, a picture of the word, a student-friendly definition, and an example of how the word can be used.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers demonstrate the relationships between words using a concept map.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Teachers provide multiple exposures to words through various tasks, including writing and discussion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Teachers provide additional support to English learners who need help mastering academic vocabulary (e.g., compare, analyze).
Consistently	Inconsistently	Not at All	<b>Practice 2: Instruct students to ask and answer questions while they read to monitor comprehension and learning.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers think aloud and model asking and answering questions while reading to demonstrate the strategy to students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers have students ask and answer questions while reading to monitor their comprehension.

**Principle 1: Establish school wide practices for enhancing reading for understanding within all content area instruction.**

Consistently	Inconsistently	Not at All	<b>Practice 3: Teach students to comprehend the relationships among ideas using graphic organizers.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers select graphic organizers that match the structure of the information students need to learn.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers show students how to select or design appropriate graphic organizers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers explain the format of each new graphic organizer and model how to complete it, using information and vocabulary from the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students practice using graphic organizers and receive feedback before using them independently.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 2: Teach word-meaning strategies within content area classes.

Consistently	Inconsistently	Not at All	Practice 1: Provide explicit instruction for important words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers identify key academic or concept words students need to learn to master key ideas and concepts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers introduce these key vocabulary words within the context of what the students are learning along with a picture, video, or demonstration to make the words vivid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers discuss with students what a key word means and what it does not mean.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers explore with students the different meanings of words in multiple contexts. This is especially important to improve word learning for English language learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Teachers reference key academic vocabulary throughout the lesson and over time during the instructional unit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Students use key academic vocabulary appropriately in their speaking and writing.
Consistently	Inconsistently	Not at All	Practice 2: Provide instruction in word-learning strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers instruct students in the component morphemes (prefixes, roots, and suffixes) common for the content area and how they contribute to the meaning of words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers guide students to use morphemes to infer the meaning of untaught vocabulary in subject-matter text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide students opportunities to apply learned morphemes to words used in different content areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students use morphemes to independently determine the meaning of unfamiliar words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Teachers instruct students in strategies such as mnemonic word association and picture association to remember the meaning of new words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Students apply mnemonic or picture association strategies to independently recall the meaning of new words.

## Principle 2: Teach word-meaning strategies within content area classes.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability



### Principle 3: Activate and build appropriate background knowledge for understanding text content.

Consistently	Inconsistently	Not at All	Practice 1: Instruct students to use text to support answers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers activate and/or build appropriate background knowledge prior to having students read a text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide students with an anticipatory statement based on key concepts to consider prior to reading to stimulate their thinking and make them aware of their pre-reading understanding and beliefs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers instruct students to consider whether they can locate text-based support for their positions and elaborate on why statements they select could or could not be supported.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students read and locate additional or novel text evidence to support their opinion or to answer a question.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Students focus their attention on key concepts while reading and ignore interesting, but insignificant, details.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 4: Teach students to use reading comprehension strategies while reading complex text.

Consistently	Inconsistently	Not at All	Practice 1: Instruct students to generate questions while reading to build comprehension.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Students generate questions at regular intervals while reading to think about what is being communicated and how it relates across paragraphs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) During reading students generate level 1 questions, which can be answered in one word or one sentence. Answers to these questions can be found word-for-word in the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) During reading students generate level 2 questions, which can be answered by looking in more than one place in the text and putting information together. Answers to these questions require one or more sentences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) During reading students generate level 3 questions, which can be answered by connecting information in the text to something the reader has experienced or learned previously. This can include connections across two or more texts.
Consistently	Inconsistently	Not at All	Practice 2: Instruct students to generate main ideas at regular intervals in a text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Students generate main idea statements at regular intervals in a text (e.g., for single or multiple paragraphs) by following three steps.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students identify the key “who” or “what” that is the focus of the paragraph or section.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students determine the most important information about what the key person, place, or thing has, is, or does that is related to the main idea.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students succinctly state the “who” or “what” and the most important information about the “who” or “what” in a sentence as the main idea.

**Principle 4: Teach students to use reading comprehension strategies while reading complex text.**

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 5: Provide intensive reading interventions to students with reading problems.

Consistently	Inconsistently	Not at All	Practice 1: Identify students who are two or more grade levels behind in reading and provide daily reading intervention.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school uses a diagnostic reading assessment to identify students in need of intervention and the source(s) of a student's reading difficulty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The school has an intervention system in place for trained professionals to provide identified students with approximately 50 minutes per day of supplemental instruction focused on the students' instructional needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Trained professionals implement research- and evidence-based interventions specific to the area of need, based on the diagnostic assessment.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 6: Guide students during text-related oral & written activities that support the interpretation, analysis, and summarization of text.

Consistently	Inconsistently	Not at All	Practice 1: Foster discussion among small groups of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers encourage reading for understanding by providing students with opportunities to return to the text multiple times to explore, discuss, and revise their understanding.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers foster discussion among small groups of students to activate relevant background knowledge, set a purpose for reading, and relate new information to what was discussed by the group.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students participate in small-group reading activities that activate their background knowledge, set a purpose for reading, and relate new information to what was discussed as a group (e.g., reciprocal teaching – see Field Guide for more details).
Consistently	Inconsistently	Not at All	Practice 2: Instruct students in how to summarize text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers model the following steps for summarizing text: <ol style="list-style-type: none"> <li>1. List all the main ideas</li> <li>2. Underline the most important term or phrase in the main idea (cross out any less significant information)</li> <li>3. Combine related terms or phrases into sentences</li> <li>4. Number the sentences in an order that makes sense</li> <li>5. Write a complete paragraph containing these ordered sentences</li> <li>6. Revise and edit the paragraph to finalize the summary</li> </ol>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers model the steps for summarizing text multiple times with different types of text until students are ready to summarize in collaborative groups or independently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide students with opportunities to work collaboratively on summaries of expository text (e.g., reciprocal teaching).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students follow the steps to summarize text in collaborative groups.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Students follow the steps to summarize text independently.

**Principle 6: Guide students during text-related oral & written activities that support the interpretation, analysis, and summarization of text.**

Consistently	Inconsistently	Not at All	<b>Practice 3: Enhance text understanding through teacher-guided conversations.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers have students actively engage with text and stimulate students to think about the text from the perspective of others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide opportunities for students to answer questions in a lively teacher-led discussion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide students with several distinct goals for reading and several probing questions that facilitate students' success in reaching these goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers select an engaging text that is either narrative or expository.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Teachers ensure students have adequate background knowledge to understand the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Teachers identify key ideas and concepts prior to reading to support understanding and deep thinking about text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) Teachers instruct students to grapple with ideas while reading and evaluate how well an author communicated particular ideas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) Teachers instruct students to watch for bias or lack of representation of alternate views in text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) Students share what they are reading through discussion focusing on understanding the text—not on the discussion per se.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) Teachers direct discussion through questions such as “What is the author trying to tell us?” and “Why do you think the author is saying that?”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k) Teachers guide students in learning that the text is a relevant but inadequate source of all information.

**Principle 6: Guide students during text-related oral & written activities that support the interpretation, analysis, and summarization of text.**

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 7: Maximize opportunities for students to read and connect a range of texts.

Consistently	Inconsistently	Not at All	<b>Practice 1: Provide an advanced organizer of all of the key ideas and key words to better prepare students to read text.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide students with an advanced organizer of the key idea and key words related to what they will read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers present (e.g., orally, on the board, through a handout) and discuss key words and proper nouns prior to reading, so that students understand the terms and are more likely to comprehend what they read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students use the advanced organizer to understand vocabulary, reduce distractions by insignificant details, correct misconceptions, and focus on comprehending what they read.
Consistently	Inconsistently	Not at All	<b>Practice 2: Read for a specified amount of time (e.g., 3 minutes) and then provide a prompt for student response.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide daily opportunities for students to read and respond to text (multiple intervals of 3–4 minutes of reading and 1–2 minutes of responding).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students read and respond to text in writing using either predetermined prompts or a learning log or respond orally by talking with a partner for approximately 1 minute.
Consistently	Inconsistently	Not at All	<b>Practice 3: Have students participate in partner reading.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers create reading partners by pairing a stronger reader and a slightly weaker reader.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide opportunities for students to take turns reading to a partner the same passage.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students read in partners, with the stronger reader going first and then the weaker reader.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students write about the main idea, answer a question, or summarize text after partner reading to aid comprehension.



**Principle 7: Maximize opportunities for students to read and connect a range of texts.**

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 8: Organize students into collaborative groups for reading tasks.

Consistently	Inconsistently	Not at All	Practice 1: Implement collaborative groups with strategic reading practices to improve student outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) At least twice per week, teachers provide structured opportunities for students to collaborate with peers on Collaborative Strategic Reading (CSR) strategies: preview text, click when a word is understood, clunk when a word is difficult to understand, get the gist of the text, generate and answer questions, and summarize the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers assign students to CSR roles (i.e., leader, clunk expert, gist expert, question expert) and rotate students' roles regularly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers circulate, listen to student participation, read student-learning logs, and provide clear and specific feedback for improvement and application of strategies during collaborative group activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students collaborate with peers to preview text, identify clicks and clunks, get the gist, and summarize text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Students assume different roles (i.e., leader, clunk expert, gist expert, question expert) in collaborating with peers on comprehending text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Students complete a learning log as a record of the key information for each of the reading strategies (brainstorm, clunks, gist, question, predict, review) during Collaborative Strategic Reading.
Consistently	Inconsistently	Not at All	Practice 2: Implement team-based learning to clarify, apply, and extend understanding of text and content.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers form heterogeneous groups (teams) of 4-5 students to engage in a deeper examination of text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teams meet at least once every 10 days.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Before TBL, teachers introduce key vocabulary words and activate students' background knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) During TBL, teachers pose a complex question designed to guide students' content learning from text and lead a discussion about the complex question.

## Principle 8: Organize students into collaborative groups for reading tasks.

Consistently	Inconsistently	Not at All	Practice 2: Implement team-based learning to clarify, apply, and extend understanding of text and content.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) During TBL, students read text collaboratively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) While students read, teachers monitor teams and check students' understanding.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) After reading, teachers introduce a TBL Knowledge Application activity designed to consider different perspectives, solve problems, or present conclusions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) During TBL Knowledge Application, students work collaboratively on the assigned task, referring to the text and gathering textual evidence to support their answers, decisions, and conclusions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) At the end of TBL Knowledge Application, student teams prepare simple presentations to share their answers, decisions, and conclusions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) To close TBL Knowledge Application, teachers lead discussion of the complex question a final time.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

**Principle 9: Discontinue using practices that are NOT associated with improved outcomes for students.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Take stock of all of the instructional practices and models that teachers are currently implementing and determine whether they are necessary and associated with improved outcomes for students.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Schools have a system for monitoring the effectiveness of all teachers' reading instructional practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) School leaders and teachers review student outcome data to determine effectiveness of reading instructional practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Practices that do not improve student outcomes are discontinued and replaced with research- and evidence-based instructional practices.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability