

Instructor _____

Date _____

READ 180 Instructional Practices Inventory

- ▶ **READ 180** is most effective when implemented with fidelity. Use this Instructional Practices Inventory to complete a self-assessment of your **READ 180** classroom implementation. Use the results to determine appropriate instructional goals for the year.

Part I: School-Driven Implementation Indicators

- ▶ Place a check mark to the left of implementation indicator that is fully in place. If an indicator is not fully in place, indicate the area of challenge. Discuss challenge areas with school administrators.

✓	Implementation Success Indicator	✓	If not on model, indicate challenge
	Scheduling Class meets for at least 45 minutes daily		Daily for less than 45 minutes
			Every other day for 45 minutes
			Every other day for less than 45 minutes
	Largest Class Size 15–21 students		22–23 students
			24–26 students
			27+ students
	Available Materials Full stage of materials available		Incomplete classroom library
			Incomplete classroom library and missing other print resources
			No materials available
	Fully Functioning Technology Access to computer hardware for 1/3 of the class along with technology for teaching		Some minor challenges that impede fully functioning technology
			Hardware or software not accessible on a regular basis
			Hardware and/or software not in place
Professional Learning Completed		Notes:	
Day 1 Training	Webinar		
Day 2 Training	Seminar		
Follow-Up Training	Other		

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Part II: Classroom-Driven Implementation Indicators

- Place a check mark next to indicators that are fully in place in your classroom. Total the check marks for each implementation area. Focus on strengthening areas that receive less than five check marks.

Learning Environment

✓	IMPLEMENTATION SUCCESS INDICATOR
	Classroom setup maximizes student learning in each rotation with three clearly visible rotation areas
	Daily instruction includes all components of the Instructional Model
	Students follow posted procedures and routines in each rotation
	Student transitions between rotations are efficient and timed appropriately
	Off-task behavior is quickly redirected following established consequences
	Students remain focused for the duration of independent rotations
	Use of Interactive Teaching System (ITS) and other technology to support learning
	Classroom environment supports learning, with posted learning targets, agendas, student work samples, <i>READ 180</i> posters, etc.
	Motivation and/or incentive system is in place to track student progress
	Students persevere in responding to questions
	TOTAL

Engaging With Text

✓	IMPLEMENTATION SUCCESS INDICATOR
	Students build background knowledge by completing Anchor Video viewing tasks
	Students develop comprehension by engaging in multiple readings of <i>rBook</i> texts, using reading routines during each reading
	Students annotate and cite textual evidence when responding to what they have read
	Students demonstrate comprehension by completing all <i>rBook</i> reading tasks, using scaffolds as appropriate
	The lesson is adjusted to appropriately meet the needs of all students, including Boost and Stretch activities
	Students engage in close reading of grade-level texts by accurately and fully completing Stretch 2 Readings during each Workshop
	Instructional Software Students apply comprehension skills to independent practice, achieving at least 70% mastery in <i>READ 180</i> Reading Zone comprehension activities
	Independent Reading Students use their current Lexile/reading levels to select books of interest and of appropriate complexity
	Students demonstrate persistence by completing books they self-select
	Students apply reading skills independently, meeting or exceeding Independent Reading book completion goals
	TOTAL

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Academic Language and Discourse

✓	IMPLEMENTATION SUCCESS INDICATOR	
	Whole/Small Group	Students build academic vocabulary knowledge through consistent participation in the complete Vocabulary Routine
		Students respond in complete sentences orally, using displayed <i>rBook</i> sentence starters and exemplars to support their responses
		Students use academic and domain-specific vocabulary when responding
		Students build oral fluency by engaging in reading routines such as Oral Cloze, Partner Cloze, and Choral Reading
		Students regularly and fully participate in structured engagement routines (e.g., Think (Write)-Pair-Share).
		During structured engagement routines, students follow appropriate discourse procedures and remain on topic
		Students use sentence starters of varying cognitive complexity to support their responses
	Instructional Software	Students build vocabulary skills through daily participation in the <i>READ 180</i> Reading Zone, achieving at least 70% mastery in vocabulary
		Students receive feedback on their Success Zone fluency recordings in the <i>READ 180</i> software
	Independent Reading	Students participate in reading conferences, talks, or presentations
	TOTAL	

Evidence-Based Writing

✓	IMPLEMENTATION SUCCESS INDICATOR	
	Whole/Small Group	Students respond to text-based questions by completing the full React & Write Routine (SAM Resource)
		Students demonstrate their ability to summarize and synthesize a text by completing the full Summarize Routine (SAM Resource)
		Students engage in daily writing by completing full and rigorous <i>rBook</i> written work
		Students gauge their learning through regular feedback on <i>rBook</i> written work, using <i>rBook</i> Workshop Rubric or other assessments
		Students engage in full writing process (brainstorm, draft, peer/self edit)
		Students revise writing based on Writing Rubric results at <i>rBook</i> Writing CheckPoints
		Students apply skills to real-world performance tasks by completing Workshop Wrap-Up Projects
	Instructional Software	Students refine their writing by using feedback from Writing Zone work
	Independent Reading	Students reflect on Independent Reading in writing by completing daily reading logs
		Students respond to reading in writing by completing an additional measure of reading accountability (graphic organizer, QuickWrite)
	TOTAL	

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Assessment and Data-Driven Instruction

✓	IMPLEMENTATION SUCCESS INDICATOR	
	SRI	Students complete SRI testing within established windows
		Students use SRI data to set goals and track reading progress
		SRI results are used to group students for <i>rBook</i> instruction
	READ 180 Software	Student <i>READ 180</i> software results fall within appropriate thresholds
		<i>READ 180</i> software results are used to regroup students at Reading CheckPoints
	rSkills Tests/ rBook	Students complete rSkills Tests at the end of each <i>rBook</i> Workshop
		rSkills Tests results are used to group students for differentiation at End-of-Workshop CheckPoints
	Scholastic Reading Counts!	Students regularly complete <i>Scholastic Reading Counts!</i> quizzes
	Supporting Assessment	SAM reports are regularly analyzed and used for instructional planning and progress monitoring
		Students use software/assessment results to set goals and track progress
		Students prepare for Next Generation Assessments (NGAs) by completing RDI 4 and Stretch 2 activities
	TOTAL	

NOTES

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