Session Goals

- Examine the importance and rationale for crafting individual Predictions of Progress (POP)
- Link Predictions of Progress to the Observation Survey and Observation Survey Summary
- Discover how Predictions of Progress can support teaching and learning in Roaming Around the Known
- Practice crafting Predictions of Progress for both fall and mid-year entry students
Why a map? A map shows...
- Current location
- Possible routes
- Most direct route
- Landforms that may present challenges
- Destination

Are you a cartographer?
- “The teacher will understand *a theory of what the child must learn to attend to and how he must work with print as he reads and writes*. She will also be able to design a series of lessons within the framework of that theory that will vary from child to child so that the diversity of the lowest achiever in the age group will be addressed.”

Clay, M. LLDI, part 1, p. 30.

Key Features of our Map
- Accounts for current limitations of an individual child
- Accommodates individual strengths and weaknesses
- Anticipates expected changes
- Allows for 'reality checks'

Clay, M. LLDI, Part 1, p. 31.
Task 1: Looking at a fall entry OS/OSS
• Look at Sadie’s Observation Survey Summary sheet and discuss
  + Useful things Sadie can do/individual strengths
  + Problematic areas/individual weaknesses
  + Profile of scores
  + How might her series of lessons have to be different from another child?

Relating the now to the not yet
• At the end of her lesson series she will need to know how to do this and that in order to...
  + How does what Sadie can do now relate to desired outcomes?
  + How does what Sadie cannot do now relate to desired outcomes?

Task 2: In the first few weeks (RATK)
• Looking at the information gathered thus far, what are the three most important things Sadie must learn how to do in the next few weeks?
She must...

Extra work will be needed on

<table>
<thead>
<tr>
<th>Needs to know</th>
<th>Extra work</th>
</tr>
</thead>
</table>

I will need to pay special attention to
**Video Examples-1:1 matching**

<table>
<thead>
<tr>
<th>RATK 1</th>
<th>RATK 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How is the teacher supporting Sadie's approximations of 1:1 matching?</td>
<td>• Describe how learning has occurred in RATK. What has become habituated?</td>
</tr>
<tr>
<td>• Is this teaching?</td>
<td>• What still needs work?</td>
</tr>
</tbody>
</table>

**Video Examples: monitoring with known words in writing**

<table>
<thead>
<tr>
<th>RATK 5</th>
<th>RATK 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does Sadie show what she knows in writing?</td>
<td>• How does Sadie show what she knows in writing?</td>
</tr>
<tr>
<td>• How does she use what she knows to check on herself?</td>
<td>• How does she use what she knows to check on herself?</td>
</tr>
</tbody>
</table>

**Video example-linking sound to letter**

<table>
<thead>
<tr>
<th>RATK 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What evidence is there that Sadie is beginning to some letter sounds?</td>
</tr>
<tr>
<td>• How does the teacher support the use of letters and their sounds to make attempts?</td>
</tr>
</tbody>
</table>
After 10 Roaming Sessions

- Letter ID went from 21-27
- Sadie learned 4 words.

“If you have caught the child’s attention he will, of course, notice, learn from and soon want to engage in, some of the things he sees you do.”

LLDI, Part one. P. 35.

Task 4: Mid-year Entry

- Look over Daisy’s OSS and discuss how her profile of scores will affect predictions for end of year outcomes.
- Prioritize three things she must know how to do in the next few weeks (RATK)
- How does having more item knowledge impact writing Predictions of Progress?

In the next few weeks she will need to know how to
Extra work will be needed on

I will pay special attention to

Updating Daisy’s Prediction of Progress
- What’s the most important thing for Sadie to learn to do in the next few weeks.
- Now that I can teach, what will my teaching look like?
Predictions of Progress

- Map out a child's individual lesson series based upon his/her strengths and weaknesses,
- Support teacher decision making in RATK by focusing attention on current competencies,
- Keep RATK from becoming 10 sessions of observation only
- Focus teacher attention on strategic action from day one.

Reality Checks

“Evaluate a child’s progress regularly against these predictions. Week by week you may need to adjust your predictions as new strengths and weaknesses emerge, finding space on your lesson record to note these shifts. The predictions are hypotheses about the paths children could take and children will surprise us from time to time and prove some of our first early assumptions to be quite wrong. That is to be expected. Adjust or change your early predictions as you review the progress children are making.”

LLDI, Part One, p. 32.

Predictions of Progress:

- “complete the initial design”
- “maintain a long term perspective”
- require you to put on paper your plan for an individual child

“The first weeks of lessons lay the foundation for subsequent success.”

LLDI, Part One, p. 32.