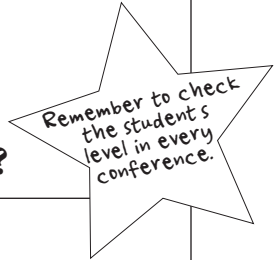


Reading Conference Protocol

(Formative Assessment)

Research	<ol style="list-style-type: none"> 1. To what extent is the student an engaged reader? 2. Can the student apply the class Focus Standard to his/her independent reading? 3. Did the student master his or her last Power Goal?
Decide	<ol style="list-style-type: none"> 4. Adjust/reinforce the old Power Goal or determine a new one. 5. Decide how the student will practice this Power Goal.
Teach	<ol style="list-style-type: none"> 6. Model it. 7. Provide guided practice. 8. Transfer responsibility to the student.
Record	<ol style="list-style-type: none"> 9. Record notes and scores in student's IRLA. 10. Update student's IRLA score in SchoolPace to reflect the new points he or she earned today.



The ability to listen to a student read for 2 or 3 minutes and identify the most important ONE thing he needs to practice/learn next in order to improve (the Power Goal) is the fundamental skill of teaching reading.

This ability is what distinguishes a reading specialist from a classroom teacher. You can't learn this from coursework. You can't learn this while working with groups of children. It comes from hundreds of hours of watching/coaching students one at a time as they read. This is the teaching skill you will be developing every day.

