

## College Access Study Checklist

Before beginning the College Access Study, select a focal class with **one or more** students who are college-eligible, i.e., in the process of successfully meeting “a-g” requirements and earning a GPA at or near 3.0. Next, send home the Permission Form Letter which apprises parents of your RIAP involvement and requests that they sign the accompanying Permission Form granting permission for you to include their student’s work in your College Access Study. Collect the Permission Forms as soon as possible so that you have a Permission Form on file for all student work included in your study. As you proceed through your College Access Study, record data, write 1 or 2 reflective paragraphs for each prompted step and attach documentation as requested.

### PRE-INSTRUCTION PHASE

- \_\_\_ 1. Collect and record school data. Use the **Context for Learning** form to help guide collection, organize information, and document the data. Write a brief reflection noting important academic and organizational information impacting student achievement, college preparation, and school professional culture.
- \_\_\_ 2. Administer **Student Questionnaire** to all students in focal class. Questionnaire includes students’ GPA, “a-g” courses, EAP test results, and college or other post-high school goals. Write a brief reflection highlighting information that may inform pedagogical decisions.
- \_\_\_ 3. Choose and administer appropriate **Pre-Assessments**. Choose at least one multiple choice and one writing sample assessment from the following: a) Reading and Composing Skills Pre-test (RCST) or CAHSEE English-Language Arts Pre-Test materials for the multiple choice assessment, and b) EPT, EAP, or CASHEE Writing Prompt for the pre-writing assessment. (RCST is available for grades 9-10 and 11-12.)
  - Administer the multiple choice assessment during ONE 45-55 minute class session. These tests are easily scored using a Scantron machine.
  - Administer the writing assessment during ONE class period, and then score it using the EPT scoring guide.
  - OPTIONAL: If administering the RCST, distribute RCST Analysis Forms to students. Discuss results and instructional/ learning implications with class.
  - Retain assessment scores and writing products. You will need to submit a representative sample of these later as a part of your College Access Study.
  - Use the pre-assessment data results to set standards-based and ICAS instructional goals for whole class and differentiated instruction. Write a brief reflection on students’ literacy strengths and challenges based on pre-assessment outcomes.
- \_\_\_ 4. Reexamine the data you collected and your reflections from sections 1-3. Identify specific goals and needs related to students’ academic literacy competencies. Select a reasonable range of **Target Academic Literacy Competencies** from the Statement of Competencies in *Academic Literacy*.

## INSTRUCTION PHASE

- \_\_\_ 5. **Instructional Module:** Use the ERWC Assignment Template to create an instructional module using expository text or modify an existing ERWC curriculum module to meet the targeted competencies identified during the pre-instructional phase. Original or modified modules should be strategy-based, premised on information gleaned from assessments, ICAS and State content standards, student questionnaires, and RIAP course content. Make TWO copies of the module, one copy for yourself and one copy to submit as part of your final project.
- Using the ERWC Assignment Template and other RIAP resource materials, create or modify an existing module to meet the objectives of the targeted academic literacy competencies.
  - Teach the module.
  - Attend to ongoing, formative assessment: Collect evidence of student reading and writing progress observed during the module and subsequent instruction, e.g., writing samples, reading reflections, projects, and class discussions.
  - Summarize the information you have collected and write a brief reflection on the experience of creating/modifying and teaching the module as well as the instruction that occurred between assessments. Include students' response to the module and other literacy learning experiences.

## POST-INSTRUCTION PHASE

- \_\_\_ 6. OPTIONAL: Administer **Post-Assessments** to determine progress: 1) Reading and Composing Skills Post-test (RCST) or CAHSEE English-Language Arts Post-Test materials, and 2) EPT, EAP, or CAHSEE Writing Prompt.
- Administer the RCST Post-test during ONE 45-55 minute class session.
  - Administer an EPT, EAP, or CAHSEE Writing Prompt during ONE 45-55 minute class period and score it using the EPT Scoring Guide.
  - Ask students to write a reflection on what they have learned about their reading and writing processes as a result of the class.
  - Discuss results and instructional/learning implications with class.
  - Retain assessment scores and writing products. You will need to submit a representative sample of these later as a part of your College Access Study.
  - Write a brief reflection on post-assessment results.
- \_\_\_ 7. Based on the information collected about your school and your experiences to date, review the Continuum of Leadership Activities and identify 3-5 steps you feel comfortable enacting on your campus to improve academic literacy and college preparation for your school's students. Conduct these **Leadership Activities** before completing your College Access Study. Write a brief reflection documenting your actions and/or future action plans.

- \_\_\_ 8. **Review and analyze reflections.** Using information drawn from reflections documenting steps 2, 3, 5, & 6 analyze students' literacy strengths and challenges as well as to what degree students made progress towards meeting the target competencies. Revisit reflections recorded during steps 1 and 7. Re-evaluate important school data influencing student learning and achievement, college preparation, and professional culture, and identify the extent to which leadership activities addressed these issues.
- \_\_\_ 9. Write the **Final Report**, organized into three sections: 1) **Students and Instruction:** Provide rationale for selection of target competencies and design/modification of instructional module. Analyze the impact of teaching strategies on students' academic preparation in the focal class; 2) **Leadership:** Summarize the results of the leadership activities completed and plans for future leadership actions and 3) **Professional Learning:** Summarize professional growth (i.e., what you have learned and how your practice has changed as a result of your RIAP participation and teaching experiences). Select and compile representative samples of data collected.
- \_\_\_ 10. **Organize and submit** DATED materials in a College Access Study Binder, tabbed/ labeled in the following order:
- I. Pre-Instruction Phase**
- a. Context for Learning Form/ School Data Summary  
Written Reflection
  - b. Representative Samples of Student Questionnaires  
Written Reflection
  - c. Score Distribution for Multiple Choice Pre-Assessment Results  
Representative Samples of Students' Writing to Pre-Assessment Prompts  
Written Reflection
  - d. Identified Target Competencies
  - e. Permission Forms for Students whose work samples are included
- II. Instruction Phase**
- f. Instructional Module, with target competencies highlighted, sample student work from module, and other literacy learning experiences, if applicable  
Written Reflection
- III. Post-Instruction Phase**
- g. Score Distribution for Multiple Choice Post-Assessment Results (Optional)  
Representative Samples of Students' Writing to Post-Assessment Prompts (Optional)  
Written Reflection
  - h. Leadership Activities  
Written Reflection
  - i. Final Report on Students & Instruction, Leadership, and Professional Learning