

# ELA - Reading Chart C: Class Description

Administration Year: 2006

2006

Sample Selection:

Report By:

## Legend (Simple Bar Chart)

% Respondents  
# Respondents

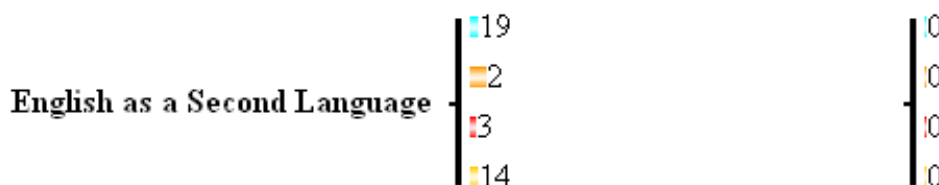
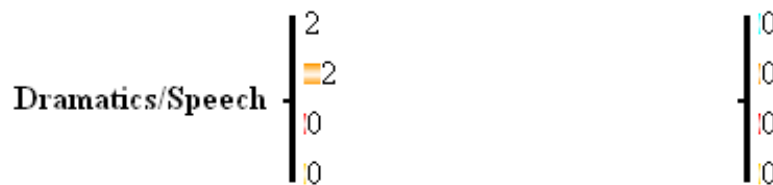
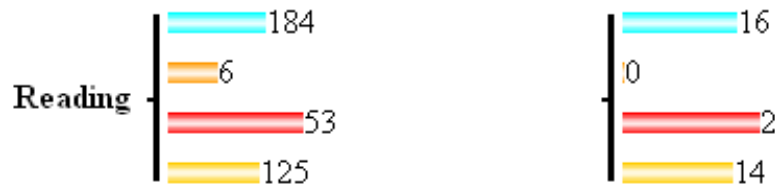
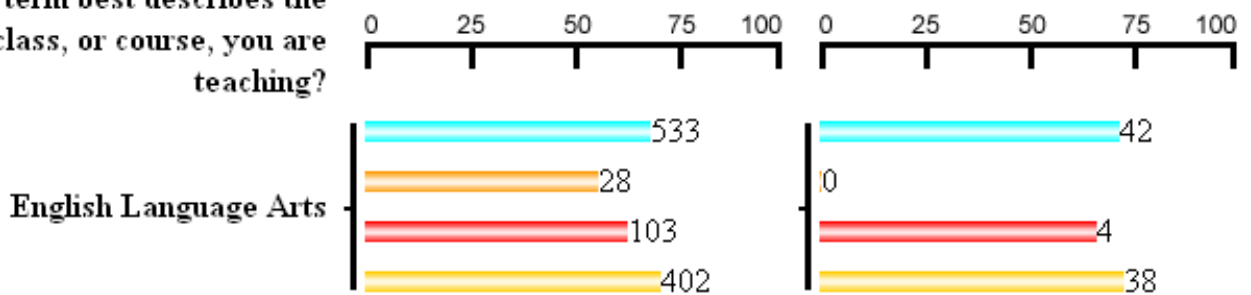
### District - Grade Lvl

All Grades	(777)
Grade 9-12	(50)
Grade 5-8	(163)
Grade K-4	(564)

### School - Grade Lvl

All Grades	(58)
Grade 9-12	(0)
Grade 5-8	(6)
Grade K-4	(52)

Which term best describes the target class, or course, you are teaching?



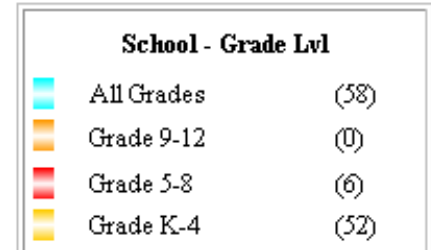
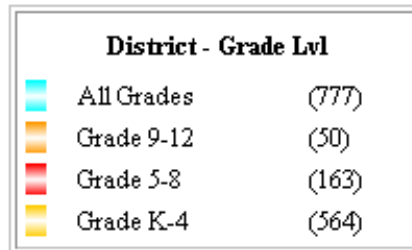
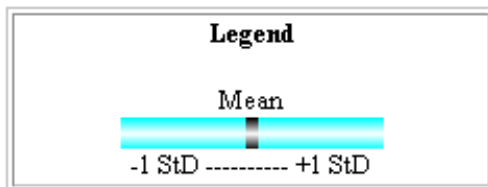
# ELA - Reading Chart C: Class Description (page 2)

Administration Year: 2006

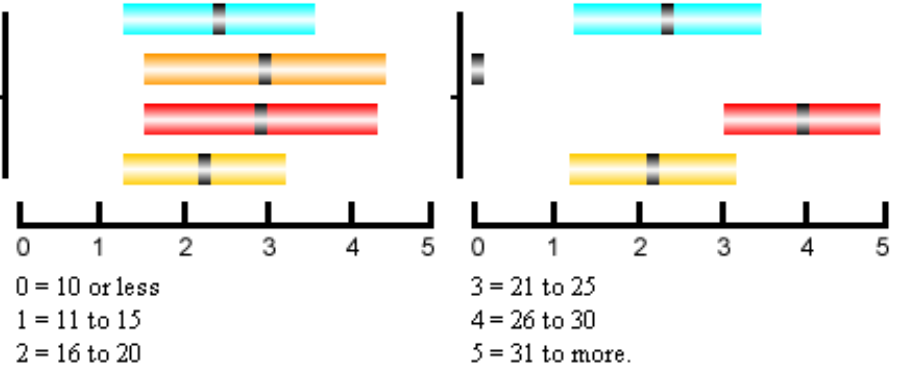
2006

Sample Selection:

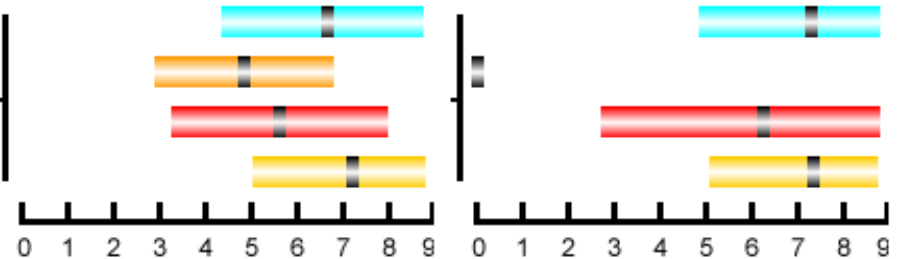
Report By:



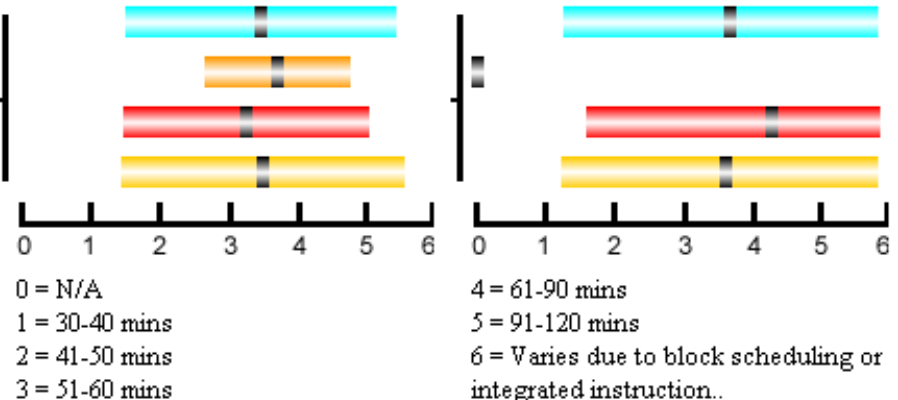
How many students are there in the target class?



During a *typical week*, approximately how many hours will the target class spend in english language arts instruction?



What is the average length of each class period for this targeted class?



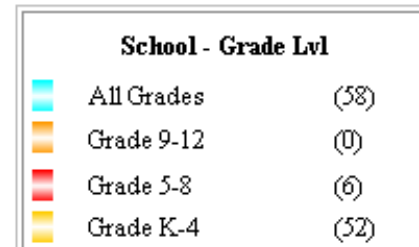
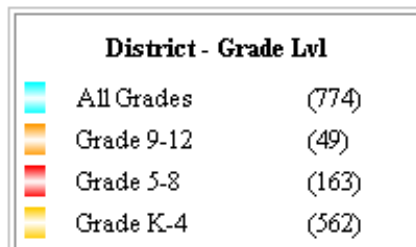
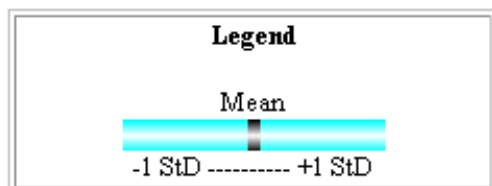
# ELA - Reading Chart E: Use of Homework

Administration Year: 2006

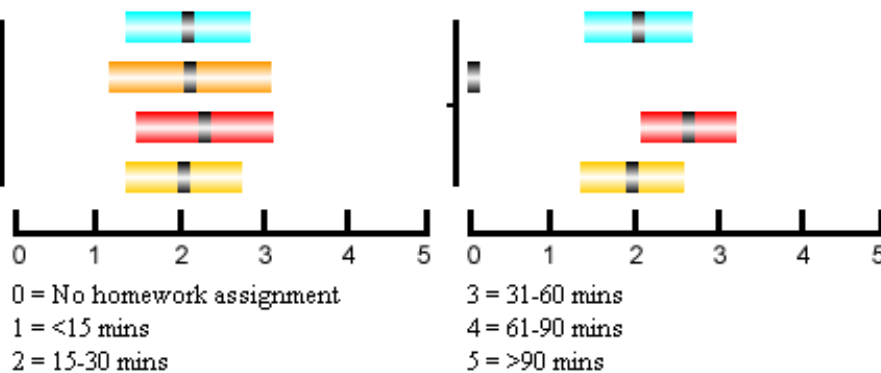
2006

Sample Selection:

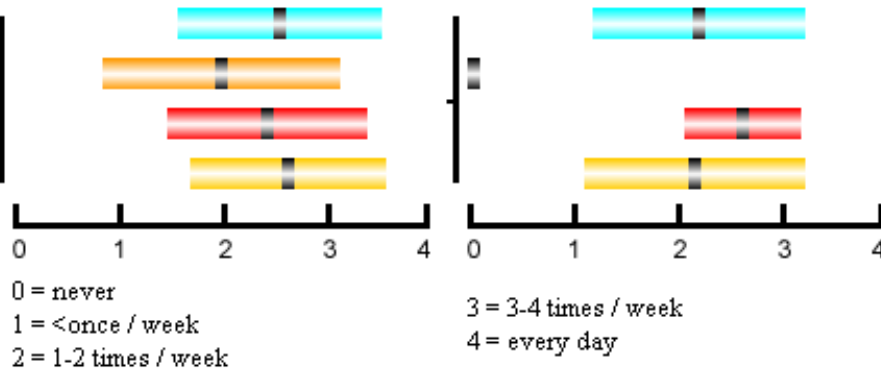
Report By:



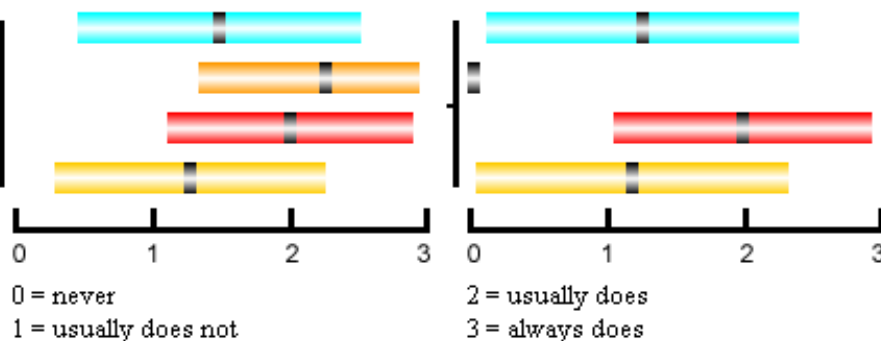
How many minutes do you expect the typical student in the target class to spend outside the class on a normal homework assignment?



How often do you usually assign language arts homework to be completed outside the target class?



Does homework count towards student grades in the target class?



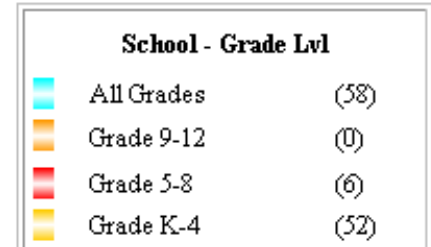
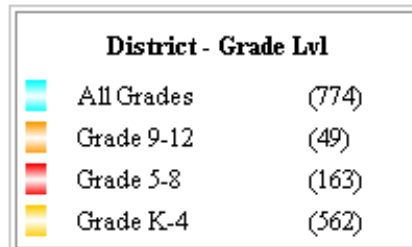
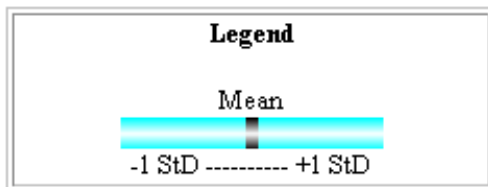
# ELA - Reading Chart E: Use of Homework (page 2)

Administration Year: 2006

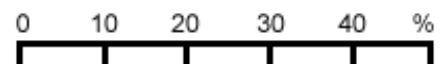
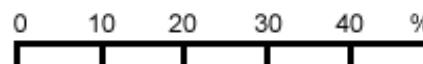
2006

Sample Selection:

Report By:



Considering the entire school year, how much of their English language arts homework time do you expect students in the target class to spend on the following tasks?



Research, plan and write a report



Read assigned text



Engage in a writing process (e.g., prewriting, drafting, editing, revising)



Complete a worksheet or answer assigned questions



# ELA - Reading Chart F: Instructional Activities

Administration Year: 2006

2006

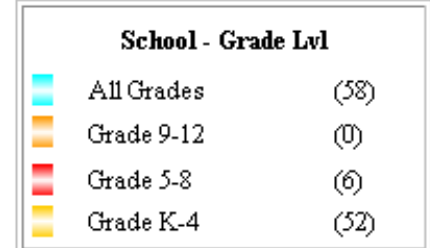
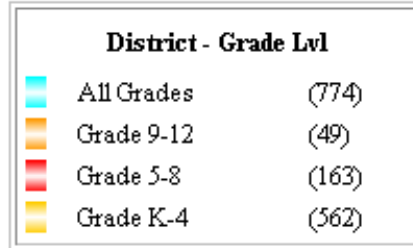
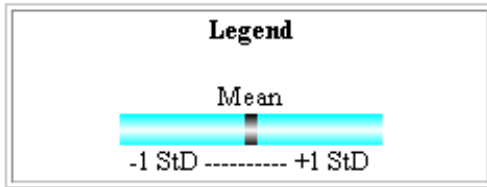
Sample Selection: School City of Hammond

Harding Elementary

Report By: District Sample

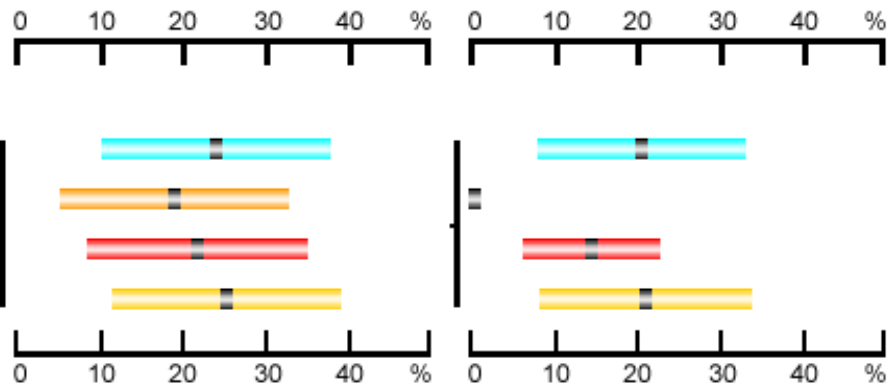
School Sample

Update

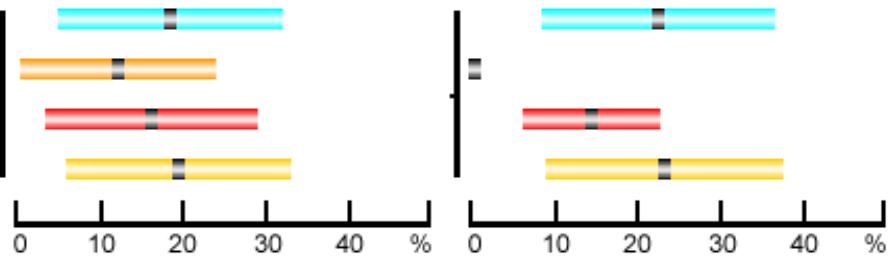


How much of the English language arts instructional time in the target class do students use to engage in the following tasks?

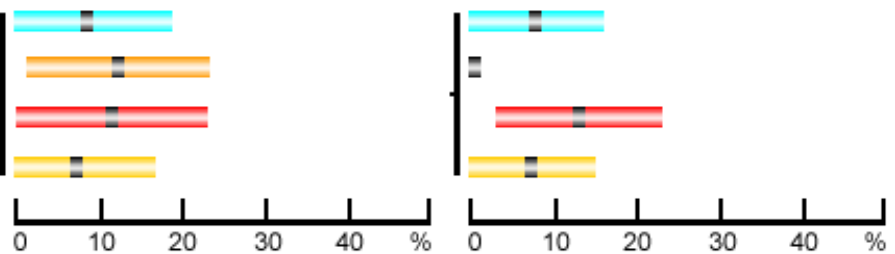
Watch the teacher demonstrate/model English language arts processes (e.g., reading, writing, speaking)



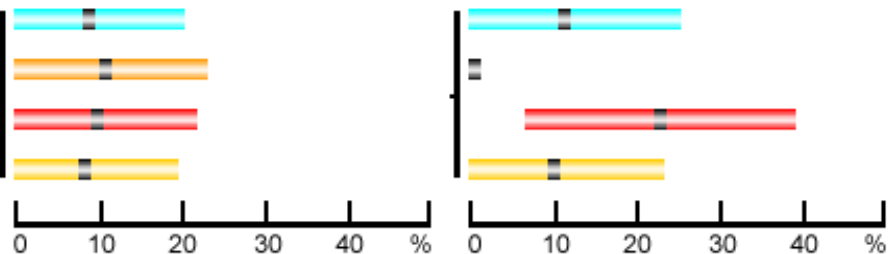
Silently read books, magazines, articles, or other written material of their own choice



Collect, summarize, and/or analyze information from multiple sources



Maintain and reflect on a language arts portfolio of their own work



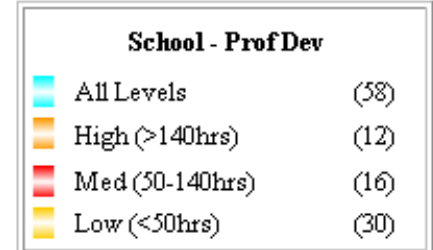
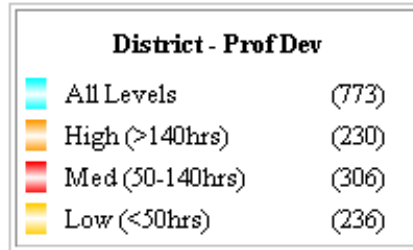
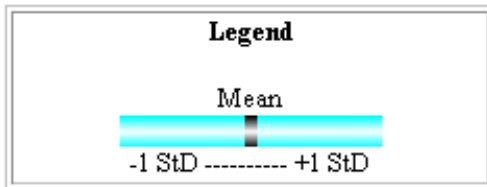
# ELA - Reading Chart M: Instructional Influences

Administration Year: 2006

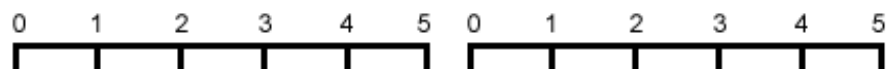
2006

Sample Selection:

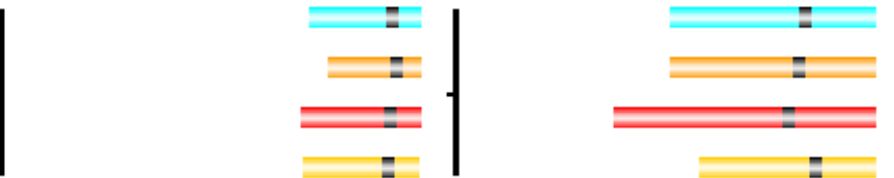
Report By:



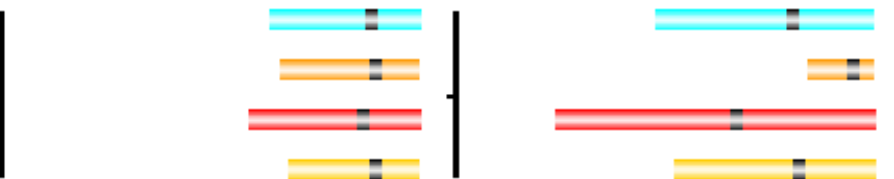
How much does each of the following influence what you teach in the target English language arts class?:



State curriculum framework or content standards



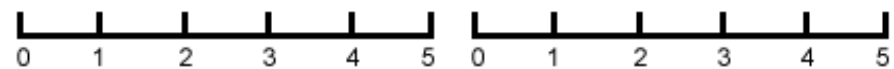
District curriculum framework, standards, or guidelines



Textbook / Instructional materials



State test or results from test



Response Code

0 = not applicable  
 1 = strong negative influence  
 2 = somewhat negative influence

3 = little or no influence  
 4 = somewhat positive influence  
 5 = strong positive influence

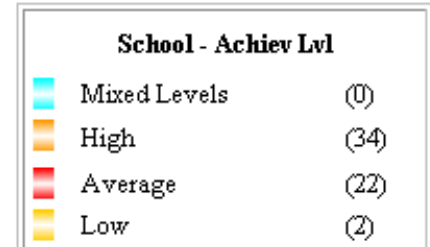
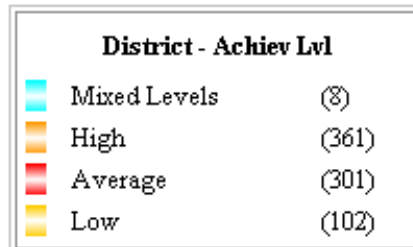
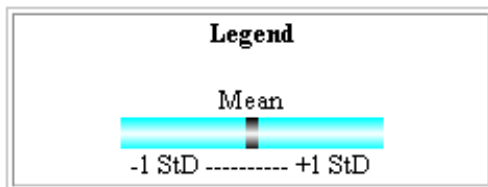
# ELA - Reading Chart L: Professional Development (page 1)

Administration Year: 2006

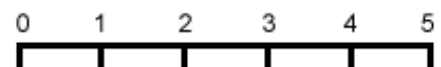
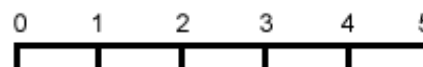
2006

Sample Selection:

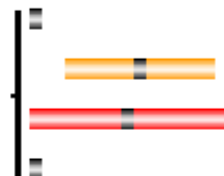
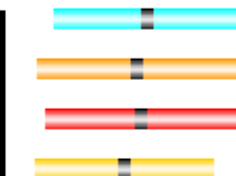
Report By:



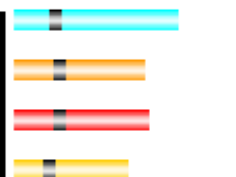
During the past 12 months, how much time have you spent engaged in professional development activities focused on English language arts, reading, or literature:



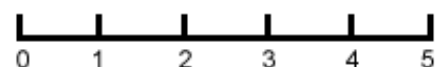
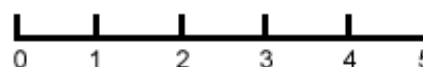
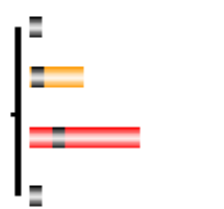
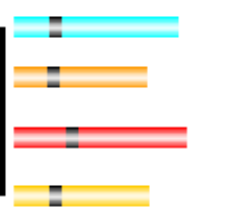
Workshops or in-service about teaching or learning English language arts, reading, or literature



Summer institutes or conferences about teaching or learning English language arts, reading or literature



College courses that supported the teaching or learning of English language arts, reading, or literature (indicate the number of hours in class)



Response Code

0 = not applicable  
1 = 1-5 hours  
2 = 6-15 hours

3 = 16-35 hours  
4 = 36-60 hours  
5 = 60+ hours

Over the past 12 months, how

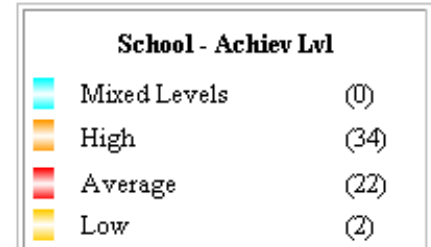
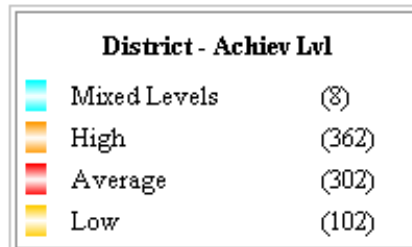
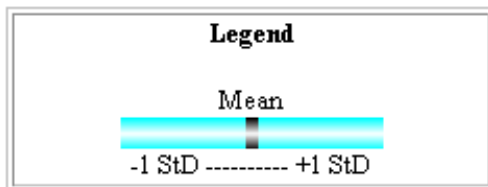
# ELA - Reading Chart H: Small Group Work

Administration Year: 2006

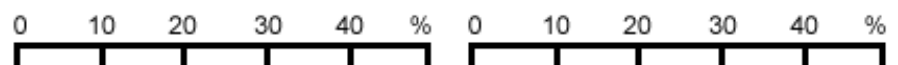
2006

Sample Selection:

Report By:



When students in the target class work in *pairs or small groups* as part of English language arts instruction, how much time do they use to engage in the following tasks:



Discuss *how* they read and *how* they write



Discuss *what* they read and *what* they write



Complete written assignments from the textbooks or worksheets



Work on an assignment, report, or project that takes longer than a week to complete



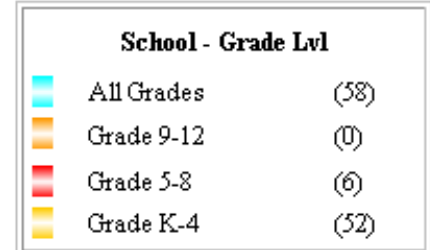
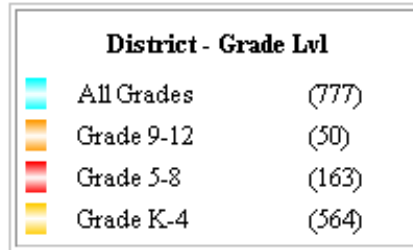
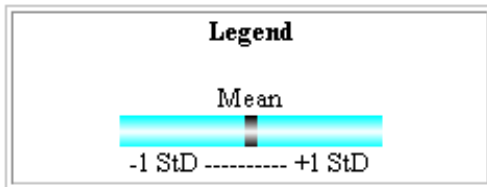
# ELA - Professional Development Scales

Administration Year: 2006

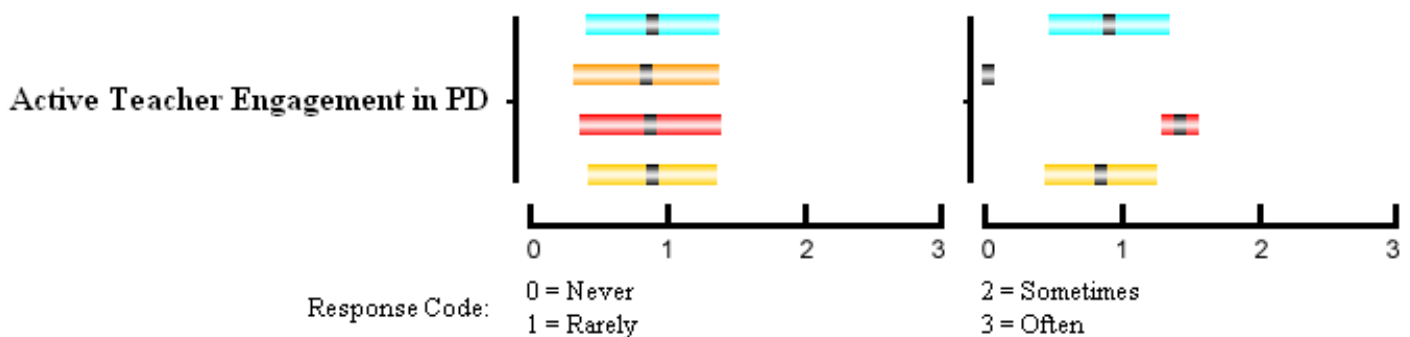
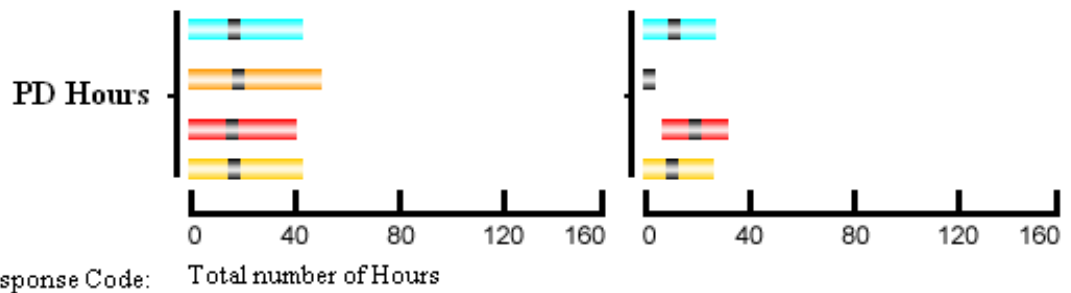
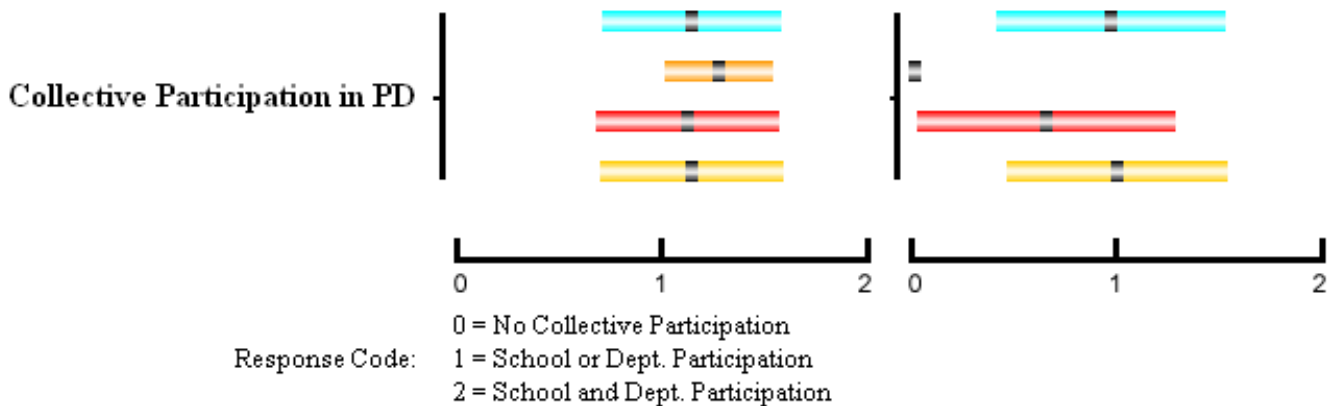
2006

Sample Selection:

Report By:



## Professional Development Scales :



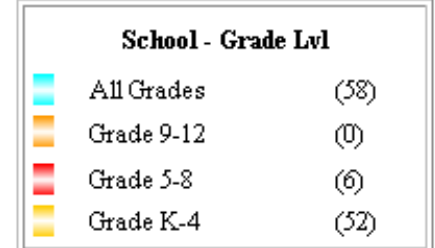
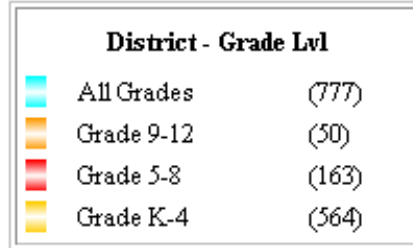
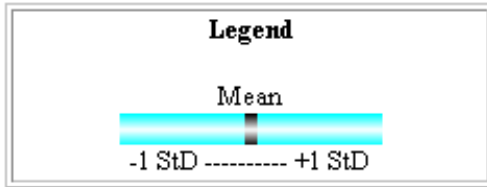
# ELA - Professional Development Scales

Administration Year: 2006

2006

Sample Selection:

Report By:



Response Code:  
0 = None  
1 = Slight

2 = Moderate  
3 = Great

Professional Development Scales :



Response Code:  
0 = None  
1 = Slight

2 = Moderate  
3 = Great

[Discussion](#)

[Return to Report Generator](#)