**Assessments to Ensure Literacy Competence** (Assessment assumes appropriate action.) DRAFT March 2016

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| **Reading Foundations** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Phonological Awareness**   * Rhyme * Syllables * Alliteration * Segmenting * Beginning/Ending Sounds | MLPP   * Rhyme Choice and Supply * Segmenting * Blending * Onset and Rime | *Literacy Beginnings*  Fountas and Pinnell (2011)   * Initial Sounds p. 222 * Rhyming Words p. 223 | Teaching Strategies GOLD   * Rhyme * Alliteration * Notices units of sound: syllables | Screener: DIBELS   * First Sound Fluency (10) * Phoneme Segmentation Fluency |
| *WHY?*  The two best predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990).  Many studies have established that phonemic awareness (the ability to identify the individual sounds in words) and phonics (the representation of those sounds with letters) are essential for skilled reading (Adams, 1994; Ehri, 2004; Torgesen et al., 2001). | | | | |
| **Knowledge of Alphabet**   * Letter Identification * Letter Sounds | MLPP   * Letter Identification * Sound Identification | *Literacy Beginnings*  Fountas and Pinnell (2011)   * Letter Recognition p. 221 | Teaching Strategies GOLD   * Letter Identification * Sound Identification | Screener: DIBELS   * Letter-Naming |
| *WHY?*  The two best predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990).  Being able to discriminate and quickly recognize important letters is also helpful in attaching sounds to the correct letters when reading words (Neuhaus, 2003). | | | | |
| **Print Concepts** | MLPP   * Concepts of Print | *Literacy Beginnings*  Fountas and Pinnell (2011)   * Concepts About Print Interview p. 224 | Teaching Strategies GOLD   * Title/Author/Illustrator * Where to start reading and direction to follow |  |
| *WHY?*  In developing print awareness, a child begins to understand what print looks like, how it works, and the fact that print carries meaning (Strickland & Schickedanz, 2004). Teachers who have an understanding of what aspects of print their students are attending to can introduce students early on to print conventions through experiences in both reading and writing—especially through focused instruction in the first six months of school (Clay, 2000, pp. 24-25). | | | | |
| **Word Recognition**   * High Frequency Words * Word Families | MLPP   * Sight Word Decodable * Known Words | *Literacy Beginnings*  Fountas and Pinnell (2011)   * Word Writing p. 224 | Fry or Dolch Word Lists |  |
| *WHY?*  Word study develops students' abilities in phonics, word recognition, and vocabulary (Baker, 2000).  2,000 high frequency words account for 90 percent of the words in conversations, 87 percent of the words in fiction, 80 percent of the words in newspapers, and 78 percent of the words in academic texts (Nation, 2001).  The National Reading Panel (2000) identifies the development of ‘sight word reading competencies’ as a critical component in developing early reading foundational skills. | | | | |
| **Phonics**   * 1 to 1 Correspondence * Long and Short Vowels | MLPP   * Hearing and Recording Sounds | *Literacy Beginnings* by Fountas and Pinnell (2011)   * Word Writing p. 224 * Writing Samples p. 225 | Words Their Way Spelling Inventories   * Primary Spelling Inventory * Elementary Spell. Inventory * Upper Level Elementary Spelling Inventory | Screener: DIBELS  Nonsense Word Fluency |
| *WHY?*  Many studies have established that phonemic awareness (the ability to identify the individual sounds in words) and phonics (the representation of those sounds with letters) are essential for skilled reading (Adams, 1994; Ehri, 2004; Torgesen et al., 2001).  Findings of three decades of research confirm the importance and effectiveness of systematic phonics instruction, particularly in kindergarten and first- and second-grade classrooms (Armbruster et al., 2001). | | | | |
| **Oral Language** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Receptive** | MLPP |  |  |  |
| **Expressive** | MLPP   * Phonological * Semantics * Syntactics * Pragmatics | (Add Lance Gentile Overview) | Teaching Strategies GOLD  Language Objective |  |
| *WHY?*  The acquisition of oral language skills often begins at a young age, before students begin focusing on print-based concepts such as sound-symbol correspondence and decoding. Because these skills are often developed early in life, children with limited oral language ability at the time they enter kindergarten are typically at a distinct disadvantage (Fielding et. al, 2007).  ‘Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998).’ (CCSS-ELA/Lit.) | | | | |
| **Reading Level** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Self-Monitoring** | Oral Running Record   * self-correction rate, miscue analysis | DRA2, Rigby, F&P Benchmark  Assessment System   * self-correction rate, miscue analysis * self-assessment and goal-setting (28+) |  |  |
| **Fluency**   * Accuracy * Rate * Phrasing * Expression   Reading fluency (including accuracy, automaticity, and prosody). | Oral Running Record   * ML 🡪 TNC M2 🡪 Oral Running Record   Multi-Dimensional Fluency Rubric (Rasinski) | DRA2, Rigby, F&P Benchmark  Assessment System   * expression, phrasing, rate, accuracy benchmarks within levels | QRI, Basic Reading Inventory   * Accuracy and Words Correct Per Minute calculations | DIBELS ORF   * rate and accuracy |
| **Basic Comprehension**   * Predicting * Connecting * Questioning * Visualizing * Determining Importance * Summarizing | readingandwritingproject.org   * additional assessment tools tab * In-Book Assessment * Comprehension   Proficiency | DRA2, Rigby, F&P Benchmark  Assessment System   * previewing/predicting, oral retell (4-24), written summary (28+), higher level thinking questions | QRI   * assessed through retell, think-aloud, unaided recall/recall with look-back of explicit and implicit questions   Basic Reading Inventory   * student reads title of selection and makes prediction |  |
| **Retelling** | MLPP Narrative or Informational Retelling Rubric K-5 | DRA2 K-3, DRA 4-8  QRI   * Assessed through retell, think-aloud, unaided recall/recall with look-back of explicit and implicit questions | QRI, Basic Reading Inventory   * Optional retelling * Comprehension questions (explicit and implicit) | DIBELS Retelling   * Words recalled in 1 minute * Quality rubric |
| *Why?*  Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.<http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf>  Students who are not at least moderately fluent in reading by 3rd grade are unlikely to graduate from high school (Slavin, Karweit, Wasik, Madden, & Dolan, 1994). | | | | |
| **Word Study** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Phonics/Spelling** | Quick Phonics Screener | Spelling Inventory |  |  |
| **Vocabulary** | Vocabulary Self-Awareness  Chart  LIA 🡪 M3 🡪 Vocabulary | Writing Tracker  LIA 🡪 M1 🡪 Writing Fluency | *Vocabulary Their Way* - Assessments in Appendix |  |
| **Grammar/Word Usage** | CCSS-Lit Appendix A, p.31  Use the chart to determine the progression of grammar skills, and thus, which skills should be assessed at each grade. Grammar should be assessed in student writing, and by utilizing an oral language assessment. |  | *Writing Pathways* - use the Performance Assessments and Learning Progressions under Language Conventions in the rubric |  |
| *WHY?*  Word study develops students' abilities in phonics, word recognition, and vocabulary (Baker, 2000).  Research shows that if students are truly to understand what they read, they must grasp upward of 95% of the words (CCSS Appendix A, p. 32.)  Nearly one third of high school graduates are not ready for college-level English composition courses (ACT, 2005);  “...we have come to understand that grammar is intimately linked with power. Power inhabits the linguistic codes a culture accepts. And control of grammar confers access.” (Delpit, 1995)  Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005) Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002)(cited in the Common Core Standards - Appendix A) | | | | |

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| **Deeper Comprehension** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Reading Comprehension**   * Key Ideas/Details * Summary | CCGR Q1 - What does the text say?   * CCGR written response * Grade Level CCGR Rubric * SAT Rubric | Narrative and Expository Profundity  ML → TNC M9 → Profundity | Curriculum Embedded Reading Assessment (CERA) from *Reading for Understanding* | Pre-post assessment for the stances, signposts and strategies from *Notice and Note* & *Reading Nonfiction.*  (Under development) |
| **Critical Reading/Analysis**   * Language * Structure * Style * Connecting (Cross-text) * Arguing * Extending (Cross-text) | CCGR Q2 - How does the text say it? (Basis for What does the text mean?)   * CCGR written response * Grade Level CCGR Rubric * SAT Rubric |
| **Generative Reading/Thinking**   * Conceptual Thinking * Analogical Thinking (SAT) * Abstraction/Levels of Meaning * Metaphorical Thinking | CCGR Q3 - What does the text mean?   * CCGR written response * Grade Level CCGR Rubric * SAT Rubric | DRAFT Synergistic Thinking  Generative Reading Rubric  L. Erickson  ML → Literacy Tools → CCR |  |
| **Application**   * Connecting/Extending Beyond Text | CCGR Q4 - What does the text mean to me?   * Grade Level CCGR Rubric |  |  |
| *WHY?*  Students comprehend and remember content better when they are taught to recognize the structure of a text because it can help them to extract and construct meaning while reading. <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf>  See Close and Critical Reading Bookmarks for research references by CCGR Q. <http://missionliteracy.com/uploads/3/4/4/5/34456187/close_and_critical_reading_oct_2012_rev.pdf> | | | | |
| **Discourse** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Elaborate/Clarify/**  **Question** | Use of conversation stems from [Academic Conversation Placemat](http://www.fcps.edu/dss/Edleader21/5-AcademicConversationPlacemat.pdf)  (all categories) | [Socratic Seminar Rubric](http://schools.bvsd.org/p12/boulder/faculty/carroll2/Shared%20Documents/AVID/Socratic%20Seminar/Soc%20Sem%20observation%20assessment%20tools%5B1%5D.pdf)  [Socratic Seminar](https://www.noodletools.com/debbie/literacies/basic/LitClub/ssrubric.pdf)  [Self-Assessment Rubric](https://www.noodletools.com/debbie/literacies/basic/LitClub/ssrubric.pdf)  [Accountable Talk Rubric](http://www.paterson.k12.nj.us/11_departments/language-arts-docs/IFL/Accountable%20Talk%20Rubric.pdf)  (all categories) | [Teacher Tool for Self-Assessment of ability to lead classroom discussion](http://assist.educ.msu.edu/ASSIST/classroom/leads_discussions/leading_discussion.htm) | *Reading Nonfiction*  [Rigor and Talk checklist in Appendix C](https://www.heinemann.com/shared/companionResources/E04693/NoticeNote_App2_RigorTalk.pdf) |
| **Supporting Ideas with Example and Evidence** | [Individual self-assessment for older students](http://www.corwin.com/rigorousreading/materials/Figure_4.4.pdf)  [Individual self-assessment for younger students](http://www.corwin.com/rigorousreading/materials/Figure_4.5.pdf) | [Goals for Productive Discussion and Nine Talk Moves](http://inquiryproject.terc.edu/shared/pd/Goals_and_Moves.pdf) |  |  |
| **Paraphrasing** |  |  |  |  |
| **Building On Ideas or Challenging Ideas** |  |  |  |  |
| **Synthesizing Key Ideas of the Conversation** |  | [Math: Levels of Classroom Discourse rubric](http://blog.lrei.org/progressive-practice/files/2015/04/mathblog2-ohvbax.png) |  |  |
| *WHY?*  Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors, and Lenhart 2009)  Academic Discourse has an average effect size of 0.82 (John Hattie)  Oral interaction is one of the main avenues for developing critical thinking skills (Reznitskaya, Anderson, and Kuo 2007) | | | | |
| **Writing** | | | | |
| Assessment Categories | Assessment | Assessment | Assessment | Assessment |
| **Fluency**   * Handwriting * Transfer of ideas to print | Handwriting Fluency/Legibility  <http://comprehensiveliteracy.weebly.com/handwriting.html>  Writing Tracker  Pre- and Post- Extended Writing  <http://comprehensiveliteracy.weebly.com/writing-fluency.html>   * number of words * coherence * even-ness consistency | MLPP K-3, 4-5 Timed writing or Quickwrite (write or draw)  Fluency Rubric   * Writing is even, consistent, * Content is coherent * Writing is sustained |  |  |
| **Focus**   * Purpose * Stay on Topic * Elaborate Ideas | Rubric for Focus   * Coalesce around one idea * Elaborate with details * Elaborate with examples * Elaborate with   - Cause and Effect  - Comparison  - Problem Solution  - Chronology  - Description | MLPP K-3, 4-5 Writing (Rubrics)   * Content * Organization * Style and Voice * Conventions   Purposes for Writing (Modes of Discourse)   * To persuade, argue, state an opinion (inform) * To inform/explain (describe) * To tell a story (narrate, describe)   Other   * Note taking * Summary writing * Generating/Answering * Questions in Writing * Analytic Writing   How Writing Instruction, Interventions, and Assessment Can Improve Student Outcomes | Writing Rubrics (Analytic/Holistic)  M-STEP/SBAC  http://www.michigan.gov/mde/0,4615,7-140-22709\_70117-350553--,00.html  SAT - Writing in Response to Reading   * Reading (Comprehension, Central Ideas/Details, Interpretation, Text Evidence) * Analysis (Analytical Task; Author’s Use of Evidence, Reasoning, Elements, Features; Support for Claims; Focus/Relevancy) * Writing (Command of Language, Precise Central Claim, Idea Progression/ Organization, Style and Tone, Sentence Variety, Word Choice, Conventions)   [Continuum for Narrative Writing](http://missionliteracy.com/uploads/3/4/4/5/34456187/narrative_writing_rubric_continuum.docx)  [Continuum for Informational Writing](http://missionliteracy.com/uploads/3/4/4/5/34456187/informational_writing_continuum-rubric.docx)  [Continuum for Opinion/Argument Writing -- Rubric](http://missionliteracy.com/uploads/3/4/4/5/34456187/.__opinion_argument_rubric_continuum.docx)  Adapted from Units of Study for Teaching Writing, Grade by Grade: A Yearlong Workshop Curriculum, Grades K-8 | Graham Recommendations   * Monitor Progress in Students’ Writing (Toward Grade/Content Standards; Classroom, Schoolwide; Curriculum-Based Measures) * Teacher Feedback * Self-Assessment   http://www.ernweb.com/educational-research-articles/strategies-self-assessment-writing-evaluating-rubric/  SBAC Brief Writing Rubric   * Focus and Detail * Organization * Transitions * Word Choice * Sentence Variation |
| **Form**   * Genre * Organization * Craft | Revision/Editing   * sentence combining * snapshots * thought shots * shrink a century * explode a moment * author’s craft: metaphors, analogies, personification, etc. |
| *WHY?* *Writing is integrative, as it encourages students to establish relationships between selected ideas and organize the ideas into a coherent whole. W*riting provides a tool to help students learn and more fully comprehend ideas presented in class and their textbooks. On average, students experience about a [10-point percentile jump](http://carnegie.org/fileadmin/Media/Publications/PDF/writingnext.pdf) in learning when they write about information presented in science, social studies, math, and other content classes. Comprehension scores increase by [almost 20 percentile points](https://hepg.metapress.com/content/t2k0m13756113566/resource-secured/?target=fulltext.pdf&sid=tlohytmtjcishoj30pdnqkop&sh=her.hepg.org) when students write about the text they are reading in these same classes. Steven Graham (2015) [Writing Makes Middle School Students Better Learners](http://www.bushcenter.org/blog/2015/03/18/writing-makes-middle-school-students-better-learners)  An early foundation in writing offers students a valuable tool for learning, communication, and self-expression. [**Teaching Elementary School Students to Be Effective Writers**](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf), S. Graham (2012) | | | | |