Literacy (Reading/Writing) - K-6/English Language Arts/Linguistically Diverse/Special Education

2.1 Plans and organizes literacy instruction based on ongoing assessment. (C: 1.1)

	CO	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
2.1.1 conducting ongoing assessments of reading/writing development and developing a body of evidence	5.01.1 a,b,f	No evidence of selecting, administering, interpreting, and reporting assessment of literacy skills, in all of the following areas:	Demonstrates that s/he can select and interpret the results of reliable and valid assessments of literacy skills in all of the following areas in classroom activities and simulations:	Selects, administers, and interprets reliable and valid assessments of literacy skills in all of the following areas:	Meets criteria for "Proficient" and demonstrates, when appropriate, for a classroom of students across a school term:
	501.1c	a. Different kinds of assessments (e.g., screening, progress monitoring, diagnostic, outcome)			
	501.1h	b. Progress-monitoring assessments			
	501.1e	c. Assessments of phonological and phonemic awareness			
	501.3m	d. Phonics surveys, writing samples, and word identification assessments to measure alphabetic knowledge and word decoding skills			
	501.3p	e. Diagnostic spelling inventories (e.g., differences between phonetic and lexical spelling patterns)			
	501.5h	f. Assessments of reading comprehension			
	501.5n	g. Assessments of reading fluency			
	501.7o	h. Analysis of student's writing samples for phonological, orthographic, syntactic, and semantic patterns			
	5.01.9c	i. Assessments of Colorado Basic Literacy Act proficiencies			
	5.01.9f	j. Analysis of writing and reading in terms of CSAP reading/writing criteria for unsatisfactory, partially proficient, proficient, and advanced			
2.1.2 using assessments to plan, organize, and manage reading/writing instruction.	501.1	No evidence of using the results of assessment of literacy skills for the following:	Demonstrates that s/he can use the results of assessments of literacy skills for the following purposes in classroom activities and simulations (e.g., case studies):	Demonstrates that s/he can use the results of assessments of literacy skills for the followinge purposes:	Meets criteria for "Proficient" and demonstrates all of the following, when appropriate, for a classroom of students across a school term:
	501.7o 501.5i	a. Planning and organizing literacy instruction based on ongoing assessment, including grouping students for instruction and planning instructional objectives and teaching strategies			
	501.1	b. Monitoring student progress			
	501.1i 505.9g	c. Using assessment data, including end-of-year achievement tests and CSAP, to develop an Individual Literacy Plan (ILP) and/or need for additional assessments or interventions			
	5.01.1f 501.9c	d. Screening Identifying students at risk for reading difficulty			
	501.1g 501.5s	e. Selecting reading texts appropriate for instructional outcomes (decoding, fluency) and for independent reading			
	501.1j	c. Reports to colleagues, students, parents, etc.			

	2.1.3 Uses a variety of resources, including children's/young adult literature, published instructional materials, library resources, & technology			
2.1.3	No evidence OR no examples of teaching resources other that basal textbook materials in reading plans	Plans reading lessons that include all of the following for different reading skill areas (e.g., vocabulary, reading comprehension) but may not have the opportunity to teach from the plans:	Plans and implements reading lessons for all reading skill areas (e.g., vocabulary, reading comprehension) that include all of the following:	Meets the criteria for "Proficient" and demonstrates advanced skills by using a range of resources for teaching reading, planning different resources to meet individual needs of students
	a. Literature for children and youth b. Published/commercial instructional materials c. Library resources/resources from the curriculum center d. Technology resources e. Teacher-constructed resources			

	2.1.4 Creates an effective literacy environment, including time and space management.			
2.1.4	No evidence of scheduling a literacy block/literacy instruction that includes sufficient time for instruction, independent practice/reading	Plans at least one lesson that schedules instruction with literacy and that includes sufficient time for instruction, independent practice/ reading; may not have the opportunity to implement plans	Schedules a literacy block that includes sufficient time for different literacy activities, including instruction, independent practice/reading, and opportunities for the teacher to assist individual students	Demonstrates advanced skills by changing time scheduling for literacy block based on assessment data to improve achievement
	No evidence of planning the physical classroom environment to enhance literacy achievement	Incorporates plans for using the physical environment to enhance literacy achievement (e.g., literacy stations, word walls)	Plans and implements a physical environment that enhances literacy achievement (e.g., literacy stations, word walls)	Demonstrates advanced skills by frequently changing the physical environment to improve literacy achievement
	No evidence of grouping strategies for instruction (e.g., flexible grouping)	Plans assessments that can be used to group students and schedules classroom activities and plans for a variety of grouping structures -- but may not implement them	Plans and implements assessments that group students and schedules classroom activities, including flexible grouping structures	Meets criteria for "Proficient" across a time, using flexible grouping for instruction based on assessment data and frequently changing composition of groups based on student learning

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:
Benchmark at admission for students preparing to be elementary, English language arts, linguistically diverse, and special education is "Developing" on all dimensions:
  Demonstrates skills at planning effective literacy environments and instruction based on assessment data.

Examples of Evidence: Literacy lesson plans, videoclips of teaching, field experience ratings by classroom teachers, assessment data and reflections on lessons

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "Proficient" on all dimensions.

2. Observe a variety of lessons in different areas of responsibility in the student's lesson plan book.

3. Directly observe teacher's ability to implement strategies to conduct assessments in all areas of literacy and to modify instruction based on assessment data.

4. Review K-12 student performance data and any ILPs/IEPs for students for whom teacher is responsible.

5. Directly observe literacy environment and review several schedules for literacy block.

6. Interview teacher and mentor/cooperating teacher about frequency and use of data.

7. Consistency = requires fluency/repetition, including documentation of competence across a variety of literacy skills.

8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *He developed ILPs for one student; following up with CBM probes of fluency as well as developing a body of evidence of reading achievement for two students struggling to achieve for the RTI task force; implemented DIBELS, and diagnostic tests in phonics and phonemic awareness.*

Examples of Evidence:

TWS, lesson plans and units, lesson plan book of daily lessons, direct observation of teaching, videoclips of teaching, examples of student assessments, ILPs and IEPs, interviews cooperating teacher/mentor, examples of assessment reports, monitoring data

Rationale:

Assessing reading: Multiple measures: for all educators working to improve reading achievement. (2008). CORE Literacy Training Materials, 2nd ed.

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Cooper, J.D., & Kiger, N.D. (2005). *Literacy assessment: Helping teachers plan instruction,* 2nd ed. Boston, MA: Houghton Mifflin Company.

Deno, S. L., & Fuchs, L. S. (1987). Developing curriculum-based measurement systems for data-based special education problem solving. *Focus on Exceptional Children, 19,* 1-15.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom.* Alexandria, VA: ASCD.

Foorman, B. (Ed.). (2003). *Preventing and remediating reading difficulties.* Baltimore, MD: York Press

Fox, B.J. (2009). *Phonics and structural analysis for the teaching of reading*, 10th ed. Boston, MA: Allyn & Bacon

Gillet, J. W., Temple, C., & Crawford, A.N. (2004). *Understanding reading problems: assessment and instruction.* Boston, MA: Allyn & Bacon.

Gunning, T. G. *Creating literacy instruction for all students,* 7th ed. Boston, MA: Allyn & Bacon.

Gunning, T. G. *Assessing and correcting reading and writing difficulties*, 4th ed. Boston, MA: Allyn & Bacon.

Honig, B., Diamond, L., & Gutlohn, L. *Teaching reading sourcebook*, 2nd. Ed. Novato, CA: Arena Press.

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Rasinski, T., & Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Merrill

Reading for the 21 century: Adolescent literacy teaching and learning strategies. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.

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Tierney, R.J., & Readence, J.E. (2000). *Reading strategies and practices: A compendium.* Boston, MA: Allyn & Bacon