

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide

Standard III Assessment



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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Coursework, Standard III. It is intended as a guide for both literacy instructors and preservice teachers.

The first section states the language of the standard and the corresponding knowledge and performance competencies. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2018 Idaho Legislative session, to which teacher preparation programs should be aligned by July 1, 2020.

The second section lists terms and definitions aligned to the standard.

Section I

Standard III - Assessment

(Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; and Visual Impairment K-12.)

The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge Competencies:

1. The teacher understands terms related to assessment, analysis, and statistical measures.
2. The teacher understands types of formal, informal, formative and summative literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
3. The teacher understands the difference between assessment, analysis, interpretation, and evaluation.
4. The teacher understands how to choose appropriate assessments based on the needs of the learner.
5. The teacher understands how to implement Response to Intervention.
6. The teacher understands the importance of analyzing and reflecting upon student learning throughout the intervention process.
7. The teacher understands how to explain assessment results to a variety of stakeholders, including families.
8. The teacher understands laws and professional responsibilities regarding maintaining confidentiality.
9. The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Performance Competencies:

1. The teacher diagnoses the literacy needs of individual and groups of learners.
2. The teacher applies understanding of statistical measures to analyze assessment results as a basis for individual and group instructional decisions.
3. The teacher utilizes and implements a variety of literacy assessments across a range of grade levels based on the needs of the learner.
4. The teacher intentionally administers, evaluates, interprets, and plans instruction from a variety of literacy assessments appropriate to the learner, to include but not limited to: phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, and interest inventories.
5. The teacher uses assessment data to establish learning goals, monitor student progress, and evaluate student learning.

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6. The teacher determines independent, instructional, and frustration reading levels utilizing appropriate assessments to inform instruction and match students to texts.
7. The teacher determines readability of text and match it to students' zone of proximal development.
8. The teacher uses text complexity, text measurements, readability, and zone of proximal development to match the student reader with appropriate texts.
9. The teacher utilizes assessment data to group students, and to inform decisions about differentiating instruction for groups of students.
10. The teacher appropriately communicates assessment results to a variety of educational stakeholders, including families.

Section 2

Terminology

<i>Term</i>	<i>Definition</i>
Accountability	The idea that schools or teachers are responsible for educational outcomes and should be evaluated.
Anecdotal Record	An informal description of behavior; a reporting of observed behavioral incidents.
Assessment	The act or process of gathering data in order to better understand the strengths and needs of student learning.
Authentic Assessment	A type of assessment designed to evaluate students' literacy skills in real-world situations, as opposed to their performance on standardized tests.
Benchmark (Tier 1)	The standard scoring range provided for assessments that indicate student performance at or above grade level.
Causation	The act or process of causing something to happen or exist; direct cause and effect relationship.
Central Tendency	Refers to the "middle" value or perhaps a typical value of the data and is measured using mean, median and mode.
Cloze Procedure	An instrument to measure a person's ability to restore omitted portions of an oral or written message by reading its remaining context; to develop listening or reading comprehension, used as an instructional strategy when teaching students how to use context clues; blanks replace deleted words.
Concepts About Print (CAP)	Marie Clay's indicator that tests book handling concepts, which include front/back, top/bottom, left-to-right, etc.
Correlation	The relationship between things that might happen or change together.
Criterion-Referenced Assessment	Assessment of performance on a test in terms of the kind of behavior or knowledge expected of a person with a given score.

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Cueing System	A system whereby students use clues from the words in text to determine meaning. There are four main types of these clues: semantic, syntactic, graphophonic, and pragmatic.
Curriculum-Based Assessment	The appraisal of student progress by using materials and procedures directly from the curriculum taught.
Diagnostic Assessment	A form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction.
Distribution	The possible total of scores from an occurrence; frequencies of values in a data set.
Evaluation	Using specific factors and assessments to make a judgment on students' strengths and weaknesses.
Fluency	Involves accurate and automatic word recognition with appropriate prosody (inflection), and appropriate rate.
Formal Assessment	Directions for administration are clear cut and allow little, if any, discretion in administration or interpretation of scores on the teacher's part. Scored carefully in a prescribed manner. Standardized tests like the state or local education agencies mandate are examples (ISAT, DWA).
Formative Assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. <i>It is commonly contrasted with summative assessment.</i>
Frustration Reading Level	A readability of material that is too difficult to be read successfully by a student, even with support. Indicated by less than 90% accuracy in word identification and less than 75% comprehension.
Grade Equivalent	Estimate of a students' reading grade level corresponding to a given student's raw score. <i>This is a highly dubious norm whose use is officially discouraged by the International Literacy Association.</i>
Graphophonic Cueing System	When a reader uses connections between the sounds and the written symbols of language to read and comprehend. For example, substituting the word "house" for "horse" shows similarity in most of the sounds in the words.

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Idaho Reading Indicator (IRI)	A test administered to Idaho K-3 grade students to measure ability in the critical domains of reading. In 2018 Idaho adopted the computer-adapted iStation test for IRI administration. The three levels of scoring are: Benchmark/Tier 1 (at grade level); Strategic/Tier 2 (near/below grade level); and Intensive/Tier 3 (well below grade level).
Idaho Standards Achievement Test (ISAT)	Idaho's computerized standardized achievement exams, given state-wide to students third grade and above in language arts, math, and science.
Independent Reading Level	The readability of material that is easy for a student to read without support. Indicated by 99% or greater accuracy in word identification and 90% or greater comprehension.
Informal Assessment	Assessment with room for teacher discretion, adjustment, and interpretation; used to check for understanding and guide instruction; commonly contrasted with formal assessment.
Informal Reading Inventory (IRI)	The use of a graded series of passages of increasing difficulty to determine students' strength, needs, and strategies in word identification and comprehension, gauges frustration, instructional and independent reading levels.
Instructional Reading Level	The readability of material that is challenging, but not frustrating for the student to read successfully with normal classroom support. Indicated by greater than 95% accuracy in word identification and greater than 75% comprehension.
Intensive (Tier 3)	Student performance that is well below grade level.
Mean	The arithmetic average of a data set.
Median	The middle score in a data set.
Miscue Analysis	A formal examination of the use of a students' reading mistakes as the basis for determining the strengths and needs of students as they read; mistakes are analyzed to identify graphophonic, semantic, and syntactic similarity to the written word.
Mode	The score that appears the most in a data set.
Norm-Referenced Assessment	The assessment of performance in relation to that of the large group used in the standardization of a test or in relation to locally developed norms.

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Percentage	The amount or portion out of 100 that was correct; represents scores on criterion-referenced assessments.
Percentile	The score in relationship to that of a norming group; represents scores on norm-referenced assessments.
Performance-Based assessment	The measurement of education achievement by tasks that call for the student to produce a response like that required in the instructional environment (e.g. portfolios, projects, presentations)
Phonemic Awareness Assessment	Measurement of students' ability to hear the individual sounds in a word (i.e. assessing students' ability to segment the sounds in words, e.g. "hat" to /h/-/a/-/t/).
Phonics Assessment	Used to determine a student's understanding of the sound/symbol relationships in written words.
Portfolio-Based Assessment	Assessment based on a representative sampling of student work that demonstrates growth over time.
Progress Monitoring	An assessment system used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
Qualitative Assessment	An assessment that renders a description of a students' abilities that cannot be quantified.
Quantitative Assessment	An assessment that renders a numerical score of a students' abilities that can be compared to benchmarks or a normed group.
Range	The total spread of values in a data set; calculated as the maximum value minus the minimum value.
Readability	Analysis of the characteristics of a text, including quantitative and qualitative factors. Used to determine how difficult the text is for students.
Reliability	Consistency in measurements and tests, the extent to which two applications of the same measurement rank persons in the same way.
Response to Intervention (Rtl)	A process used by educators to help students who are struggling with a skill or lesson. Teachers use test scores and other measures of progress to choose a researched and proven intervention suited to help the child learn. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill.

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Retelling	A comprehension assessment and strategy where a student verbally restates the key points in a narrative or nonfiction piece after reading it.
Rubric	A document that articulates the expectations for an assignment by listing the criteria, or what is being evaluated, and describing levels of quality from excellent to poor.
Running Record	The teacher records the student's errors as the student reads a passage aloud. Used with comprehension scores to determine reading level (independent, instructional, frustration).
Screening	Assessments administered to all age-appropriate students for the purpose of identifying students who may need additional assessment and/or intervention.
Self-Assessment	The process of looking at ones' own performance and identifying areas for improvement.
Semantic Cueing System	When a reader uses meaningful relations among words to read and comprehend. For example, substituting the word "horse" for "pony" in a reading maintains the meaning.
Sight word recognition	Ability to recognize words without analysis and with automaticity.
Standard Deviation	A numerical value used to measure variability of a data set; represents how widely individuals in a group vary from each other.
Standardized Assessment	Requires all students to answer the same questions in the same way, and is administered and scored in the same way.
Strategic (Tier 2)	Student performance near (but still below) grade level.
Summative Assessment	Evaluation of student learning at the end of an instructional unit which seeks to monitor educational outcomes, often for purposes of external accountability (e.g. grades).
Syntactic Cueing System	When a reader uses grammatical patterns such as word order and affixes to read and comprehend. For example, substituting the word "quietly" for "quickly" maintains the role of the word as an adverb in the sentence.

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Validity	The evidence that the inferences drawn from test results are accurate; the tests measure what they are supposed to measure.
Variability	The dispersion, spread, or scatter of scores or values in a distribution, usually about the mean.
Words Correct Per Minute (WCPM)	A measurement of how many words students read correctly in a timed reading; used as part of fluency assessment.