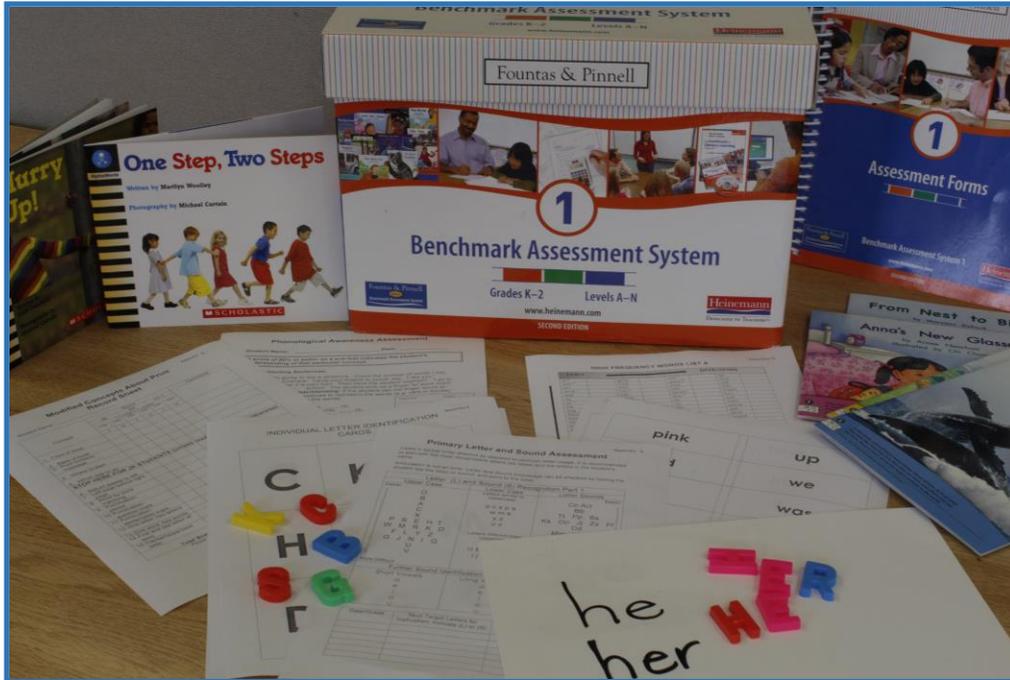# Literacy Assessment Portfolio

Procedures Handbook

Avon Maitland District School Board
Revised May 2017

Avon Maitland District School Board
Literacy Assessment Portfolio

Procedures Handbook

The *AMDSB Literacy Assessment Portfolio Procedures Handbook* describes the purposes of the Portfolio, and the related assessment components. It outlines procedures, suggests timelines, and identifies roles and responsibilities. The handbook also provides many **suggested** tools to assess student skills.

Purpose:

The *AMDSB Literacy Assessment Portfolio* is a board-wide resource to support teachers and administrators in classroom assessment for learning, and as they plan for school improvement in early literacy. The Literacy Assessment Portfolio may also be used as evidence of learning in conjunction with the *AMDSB Early and Ongoing Identification Procedures*.

The Portfolio:

- Is an integral part of ongoing, authentic classroom assessment.
- Contains results from assessments administered from JK until benchmarks are met, to support transitions between grades.
- Allows teachers to track the progress of individual students over time, and may be used to plan instructional strategies as part of ongoing assessment for learning.
- Provides information for Educators to support growth in early literacy behaviours and reading development.
- Assists in identifying students who are in need of early intervention in literacy (Early and Ongoing Identification/Team Meeting).
- Identifies targets for Running Records and other assessment tools.
- Offers a standardized format, procedures, materials and suggested timelines for assessing student progress.

The AMDSB Early Literacy Assessment Portfolio *does not:*

- Assess all the reading expectations identified in the Language Curriculum Document.
- Provide sufficient assessment information to assign a grade on a report card.

Pre-Reading Assessments

These assessments are administered in Kindergarten to monitor the development of skills deemed prerequisite to early reading success. These tasks measure many of the foundational skills that are considered to be strong predictors of early reading success. They can be useful in helping to identify children who may be in the greatest need of early intervention or support.

Caution must be exercised in interpreting the information gathered through these assessments. Many other conditions can contribute to success or lack of success in learning to read.

Guidelines to Determine Mastery

Some literacy assessments have clear benchmarks for mastery. Others require attention to professional judgement about the reading and literacy behaviours exhibited by the child. For example, during shared literacy experiences, teachers may observe and confirm that a child is generating rhyme with proficiency and therefore, may sign off on that portion of the Phonemic Awareness assessment to indicate that mastery has been demonstrated.

Modified Concepts of Print
For JK Students, a score of 5/5 is considered mastery. A score of 15/15 is required for total mastery of the skills addressed in the assessment. Professional judgement may be used when determining if students new to the board need to complete this assessment or if other observations and assessments would indicate that they have mastered this. For example, a new student in grade 2 reading at a Level K may not need to complete this assessment.

Phonemic Awareness Assessments
It is accepted that scores of 80% or better on each subset indicate mastery. At times, students may be observed during literacy experiences where these skills are demonstrated (ex. playing a rhyming game). If teachers are confident in their professional judgement that the child has mastered the skill, it may be signed off on the relevant assessment sub section without

formally completing the assessment. Check off that the skill has been observed in other contexts.

Primary Letter and Sound Assessment
There is no predetermined benchmark for letters and sounds. The Ministry of Education indicates that by the end of Kindergarten, students should know most of the alphabet letters and sounds. It is important to know the next letters that instruction will focus on, and the developmental trajectory of the child. Therefore, a literate learner may leave kindergarten with literacy skills and behaviours that include a solid base of alphabetic use and knowledge, but may not have mastered every letter and sound. As a result, the revised letter and sound assessment presents a typical developmental order in which children acquire the letters and sounds. For further sounds such as short/long vowels, diagraphs, and blends, introduce as appropriate in kindergarten or by mid-grade 1 at the latest. Continue to support children to extend skills beyond grade level expectations and trajectories.

High Frequency Words Continuum
There are no determined benchmarks for high frequency words. The gradient of words does not correlate to grade levels, but is cumulative in complexity. When considering a student's growth in attaining a sight word vocabulary, consider whether the child's bank of sight words is growing, how quickly it is growing, or if they are demonstrating stagnancy in growth. End of Kindergarten sight words are recorded as a flexible range between 25-35 words, including words from environmental print that may not be represented on the asterisked word list.

Independent Writing Sample
The intention of the writing sample is to see what the child is capable of doing on their own at the end of each year to inform the next years' teacher. When viewing a writing sample, consider the conventions and the topic development appropriate for both the end of the previous grade and as a starting point for instruction for the child's current grade.
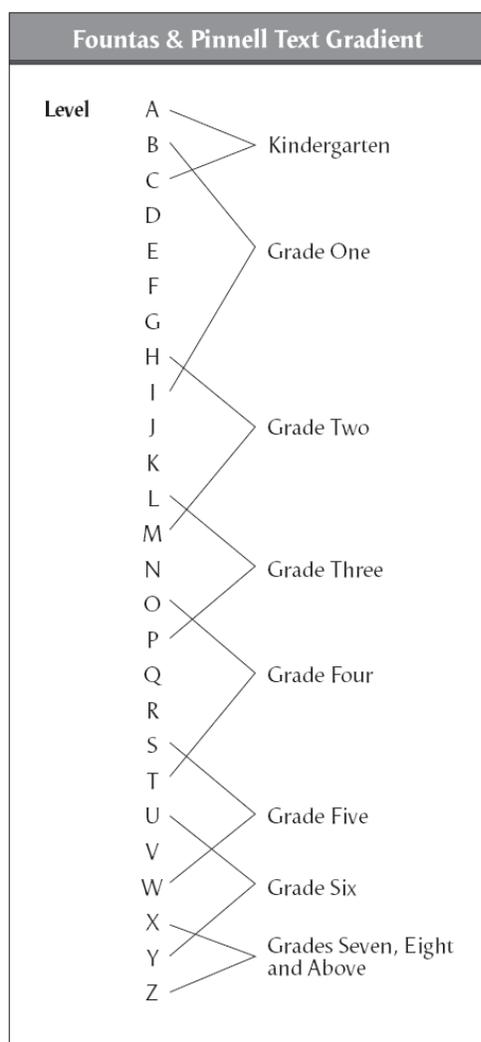
Running Records

Early reading targets are identified with grade-by-grade level targets. These levels are based on those established by Fountas and Pinnell (1996), and

are referenced in the Fountas and Pinnell Benchmark Assessment Systems and the Guide to Effective Instruction in Reading, K-3, p. 12.51.

SK	Level B-C
Gr. 1	Level I
Gr. 2	Level L/M
Gr. 3	Level P

Caution should be exercised to ensure that Running Record levels are not equated with specific times of year, and they should not be the only indicator in determining a report card mark. Teachers should take into consideration the observations of literacy behaviours from many sources in determining a mark for report cards.

Informal Running Records

Fountas & Pinnell Text Gradient

Teachers are encouraged to conduct Running Records on all students by the end of September and throughout the year as part of ongoing classroom assessment and programming. Optimally, levelled texts other than those in the formal assessment kits will be used for ongoing assessments.

Note: Multiple sources of information should be gathered in order to determine a grade for the report card, including observations, conversations, and products. "Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning" - Growing Success, p.5.

Instructional levels are determined by considering accuracy, fluency, comprehension and self-correction rate (1:3 or less).

"Word level accuracy is not always enough to determine instructional level; there are always some students who are able to decode with ease, but do not necessarily comprehend what they read…if a student can read a text with accuracy but without comprehension, that text is at a frustration level. It is important to consider both accuracy and comprehension when determining instructional level texts." Rog (2003, p. 43)

Accuracy A-K	Comprehension	Level
95 – 100%	Excellent	Independent
95 – 100%	Satisfactory	Instructional
95 – 100%	Limited	Instructional
90 – 94%	Excellent	Instructional
90 – 94%	Satisfactory	Instructional
90 – 94%	Limited	Frustration
Below 90%	Excellent	Instructional
Below 90%	Satisfactory	Frustration
Below 90%	Limited	Frustration

Accuracy L-Z	Comprehension	Level
98-100%	Excellent	Independent
98-100%	Satisfactory	Independent
98-100%	Limited	Instructional
95-97%	Excellent	Instructional
95-97%	Satisfactory	Instructional
95-97%	Limited	Frustration
Below 95%	Any score	Frustration

Adapted from:

Fountas, I.C. and G.S Pinnell. Benchmark Assessment System 1: Assessment Guide. Portsmouth: Heinemann, 2008.
Rog, Lori Jamison. Guided Reading Basics. Markham: Pembroke Publishers, 2003.
A Guide to Effective Instruction in Reading: Kindergarten to Grade 3. Ontario Ministry of Education: Queen's Printer for Ontario, 2003.

Assessment Portfolio - Roles and Responsibilities

The Principal:

1. Ensures that each student who begins JK/SK or who transfers into the primary division has an AMDSB Literacy Assessment Portfolio (provided each year from Program Department).
2. Ensures that each teacher has access to and understands how to use the LAP tools as part of assessment for, as, and of learning.
3. Follows the procedures outlined in the Procedures Handbook for transitioning information to the next grades.
4. Considers the data contained within the LAP as a rich source of information to inform next steps for instruction, classroom goal setting and school improvement planning.
5. Ensures that the Literacy Assessment Portfolio accompanies the OSR if the student moves to another school within or outside the Avon Maitland District School Board.
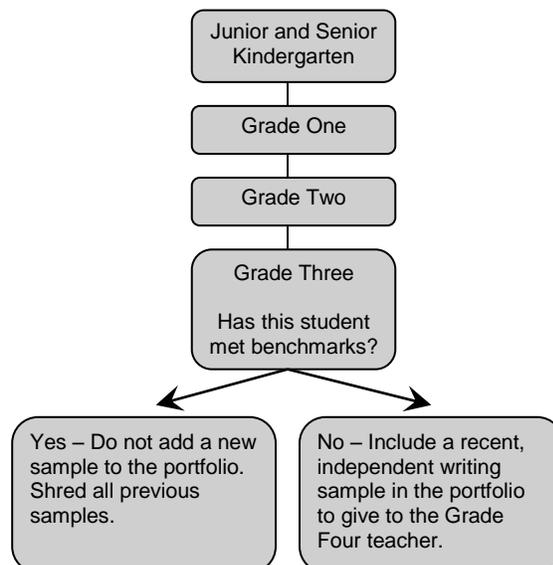
The Classroom Teacher:

1. Uses the information contained within the LAP to inform instruction.
2. Selects and administers assessment tools to identify early literacy skills.
3. Maintains the class set of AMDSB Literacy Assessment Portfolios and any assessments contained therein.
4. Forwards the Literacy Assessment Portfolios to the next teacher(s) at the end of the school year.

Information Management

1. Assessment tools are to be administered at appropriate times, including Modified Concepts About Print, Primary Letter and Sound Assessment, High Frequency Words, Phonological Awareness tasks and Formal Running Records (when appropriate).

   - Photocopy the appropriate assessments to place in student portfolios.
   - File the student assessments/score sheets in the student's Literacy Assessment Portfolio Folder.
   - Incorporate professional judgement to use the assessments for programming, planning and/or documentation to support conversations at Early & Ongoing Identification team meetings.
   - Update the transition checklist, where applicable.
   - Running Records and Year-End Writing Samples are to remain in the folder until the end of grade three and beyond for those who have not yet met benchmarks or demonstrated mastery of concepts.

2. Year-End Writing Sample:

   - **JK-Two** independent writing samples are dated and filed the end of year and placed in the student's Literacy Assessment Portfolio Folder.
   - **Grade Three** classroom teachers should refer to the following flow chart to determine whether a year end writing sample should be included.

Year-End Writing Sample Transition Flow Chart

Junior and Senior Kindergarten

Grade One

Grade Two

Grade Three

Has this student met benchmarks?

Yes – Do not add a new sample to the portfolio. Shred all previous samples.

No – Include a recent, independent writing sample in the portfolio to give to the Grade Four teacher.

3. Transition Checklist:
   - Teachers are asked to date and sign the Transition Checklist to indicate when a student has achieved assessment benchmarks. Refer to Appendix I.
   - All assessments that show benchmark achievement or demonstrate mastery of concepts are to be shredded, unless there is information deemed helpful to the next grade teacher, in which case, completed assessments may remain in the folder.
   - Any assessments belonging to students not meeting benchmarks or not showing significant progress by year end should be forwarded on to the next grade teacher.

4. Students From Outside the Board
   - For students from outside AMDSB, create a new portfolio.
   - Administer appropriate assessments, using professional judgement for which ones to initiate (for example, a new grade 2 student will likely not need to complete the Modified Concepts of Print, but the High Frequency Words may be started).

Communication

Communication with families is an integral part of the assessment for, as, and of learning process. Many schools incorporate LAP information into Team Meetings, Early and Ongoing Identification meetings, Professional Learning Communities or school improvement planning. At times, it will be important to communicate with families on a student's growth and areas of concern. Some considerations when communicating with families:

- Ensure that communication is presented from an asset-based perspective - focus first on what the student can do successfully or what they have already mastered (growth), then provide the next skill they will continue to work towards achieving.
- Ensure that when asking families for home support, that the amount of work required is minimal, attainable (a small group of words or

letters rather than a whole list) and reflects an appropriate developmental progression of skill acquisition.
- Consider providing families with strategies, supports, or resources.
- Check in frequently with updates as children master skills. This gives positive feedback and an opportunity to present the next small groups of letters, sounds, or words.

Transitions

1. Transition Checklist - Appendix I

The transition checklist is intended to assist teachers in identifying areas of instructional need. This checklist is intended to keep a record of the assessments that demonstrate growth or mastery for students in relation to the benchmark. Once a student has achieved the benchmark or demonstrated mastery on an assessment, the teacher should indicate completion or mastery by signing off on the checklist and shredding the corresponding assessment.

2. Transitions Beyond Grade Three

At the end of any year, folders belonging to students who have met the benchmarks for all assessments or demonstrated mastery, should be shredded. For these students, it is recommended that the most current Running Record be reserved to provide to the next grade teacher.

For students who have not yet met benchmarks on relevant assessments, his or her Literacy Assessment Portfolio should be forwarded to the next grade teacher. A year end writing sample should also be included.

As benchmarks are reached, the teacher completes the Transition Checklist and shreds the assessment from the student's folder. Once all the assessments have been removed, or in the professional judgement of the teacher, the student has demonstrated mastery, the folder can be shredded.

Work Cited

Cunningham, P. (2000). <u>Systematic Sequential Phonics They Use</u>. Carson-Dellosa: NC.

Dougherty Stahl, K. (2014). Research into Practice: New Insights About Letter Learning. The Reading Teacher vol. (68) 4, pp. 261-265.

Fountas, I. C. and Pinnell, G. <u>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</u>. Portsmouth: Heinemann, 2001.

Fountas, I. C. and Pinnell, G. S. <u>Benchmark Assessment System 1: Assessment Guide</u>. Heinemann, 2008.

Fountas, I. C. and Pinnell, G. S. <u>Benchmark Assessment System 2: Assessment Guide</u>. Heinemann, 2008.

Piasta, S. (2014). Moving to Assessment Guided, Differentiated Instruction to Support Young Children's Alphabetic Knowledge. The Reading Teacher vol. 68(3), pp. 202-211.

Pinnell, G., and Fountas, I. (2011). <u>The Continuum of Literacy Learning PreK-8: A Guide to Teaching</u>. Heinemann: NH.

Rog, L. <u>Guided Reading Basics: Organizing, managing, and implementing a balanced literacy program in K-3</u>. Stenhouse: Portland, 2003.

<u>A Guide to Effective Instruction in Reading: Kindergarten to Grade 3</u>. Ontario Ministry of Education: Queen's Printer for Ontario, 2003.

PROCEDURES FOR LITERACY ASSESSMENTS

Modified Concepts About Print

Modified Concepts About Print task is administered in Junior Kindergarten and updated until mastery (100%) is achieved.

PURPOSE:

- Reveals what the learner is attending to (directional movement, one-to-one matching, book conventions).
- This task provides a baseline or starting point for programming and "reading readiness" information.

DESCRIPTION:

- Modified Concepts About Print assesses 15 early concepts of print.

MATERIALS:

- Modified Concepts About Print Record Sheet. (Appendix B)
- Any simple pattern book that has at least one page that contains two lines of print, including an exclamation mark and a question mark.

PROCEDURES:

Record the student's demonstration of understanding of each of the questions with a (✓) and include comments as required.

1. Hand the child the book by the spine and say, "Show me the front of the book."
2. Teacher says, "Show me the back of the book."
3. Teacher says, "I'll read this story. Point to where I will read."
4. Teacher says, "Show me where I start reading."
5. Teacher says, "Show me which way I go as I read."
6. On any page with more than one line of print the teacher uses step 4 and checks for return sweep.

7. Teacher turns to a new page and says, "Show me which page I will read first."
8. Say, "Point to the words while I read them."
9. Teacher identifies a period and says, "What does this mean?"
10. Teacher identifies a question mark and says, "What does this mean?"
11. Teacher identifies an exclamation mark and says, "What does this mean?"
12. Teacher demonstrates how to slide cards across the page to isolate letters from words. Teacher says, "Now you slide the cards across the page. Show me one letter. Show me two letters."
13. Teacher says, "Now you slide the cards across the page. Show me one word. Show me two words."
14. Teacher says, "Now show me the first letter of a word. Now show the last letter of a word."
15. Teacher says, "Now show me a Capital/Uppercase letter."

Assessment should be continued until mastery of concepts is demonstrated. If a JK student has indicated readiness, teachers may continue past item 5.

Phonological Awareness Assessment

PURPOSE:

- Indicates ability to hear and manipulate parts of language.
- Is crucial to language acquisition.
- Plays a critical role in planning for differentiated alphabetic instruction.

DESCRIPTION:

- Consists of a collection of tasks that include: identifying and generating rhyme, segmenting sentences into words, segmenting words into syllables, segmenting and blending sounds, and identifying beginning and ending sounds in words.

MATERIALS:

- Phonological Awareness Assessment. (Appendix C)
- Manipulatives for segmenting words if the child cannot finger count or count

PROCEDURES:

JK Students	Administer tasks A, B & C *Recommended to break between tasks B and C to avoid confusions.
SK Students	Reassess A, B or C, if they were not previously successful. Administer tasks D & E.
Grade 1 Students	Reassess A, B, C, D or E, if they were not previously successful. Administer tasks F, G, H

SCORING:

- Record the date, grade and total in the box on the right hand side of the page.
- A score of 80% or better on a sub-test indicates the student's general understanding of that particular concept.

*Only 1 recording sheet per assessment will be stored in the portfolio.

Primary Letter and Sound Assessment

> Primary Letter and Sound Assessment (Part 1) may be initiated in JK and continued until proficiency is demonstrated. It is recommended to start with the most recognizable letters as listed, and the letters of the student's name.
>
> The Further Sound Identification (Part 2) portions of the assessment are to be initiated by mid-grade one or earlier if student is ready.

PURPOSE:

- Letter name and letter sound knowledge are predictors of later reading success.
- To determine:
    - letters the child recognizes, confuses, or does not know
    - letter sounds the child recognizes, confuses, or does not know
    - the student's general patterns and trajectory of development in letter/sound acquisition

DESCRIPTION:
- The Primary Letter and Sound Assessment assesses student recognition of upper case and lower case letters, letter sound identification, and a sample of common early diagraphs, onsets, and vowel sounds.
- The order within which students acquire letter names and sounds is indicated on the tracking sheet on a continuum from easier to more difficult. There may be individual variance from this pattern (based on many factors such as letters in their own name, names of family members, or letters they come to school knowing).

MATERIALS:

- Primary Letter and Sound Assessment (Appendix D)
- Individual Letter Identification Cards (Appendix E)
- Individual Letter-Sounds Identification Cards (Appendix F)
- Letter Manipulatives
- Other materials used in literacy experiences

   *This task is used to demonstrate what students can do independently.

PROCEDURES:

If using Individual Letter Identification Cards (Appendix E) or Individual Letter - Sound Identification Cards (Appendix F):

1. Place a few letter or sound cards (or individual letters etc) at a time in front of the child. For the initial assessment, start with letters the child will likely know such as those in his/her name and some more easily acquired letters.
2. Ask, "What do you call these?" (child answers "letters")
3. Show a letter/sound card or a letter and say, "Tell me the name of this letter" or "What does this letter say?" or "What sound does this letter make?" or "Do you know this letter?"
4. If the child says the correct letter and/or identifies the correct sound, then highlight the corresponding letter/sound on the assessment sheet.
5. Continue until the child is unable to recognize anymore letters or sounds.
6. For further assessments, the children may be asked to show which letters/sounds they recognize out of a small group of letters strategically placed in front of them, based on their previous assessment results and current instruction.

If supporting student learning through literacy experiences, such as while reading a book together in guided reading or writing a message to another student, please make note of the letters and sounds the child uses independently as they apply them in his/her reading or writing task. These then can be highlighted on the tracking sheet as being attained.

Note:
- Identification of letters must be automatic, with no hesitation.
- A speech articulation difficulty is not counted as an error if you are confident the child is trying to say the correct letter or sound.

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*Only 1 recording sheet per assessment will be stored in the portfolio.

TRACKING:

Each assessment page includes a tracking chart below the assessment. On the chart, indicate the next grouping of letters or sounds that would be the most critical to support the student in attaining, as well as indicating any pertinent comments on progress.

It is not a requirement for students to know all the uppercase and lowercase letters by the end of kindergarten, therefore there are no total scores for each of these items. It is more important to know the next letters that instruction will focus on, and the developmental trajectory of the child. Therefore, a literate learner may leave kindergarten with literacy skills and behaviours that include a solid base of alphabetic use and knowledge, but may not have mastered every letter and sound.

Considerations to Support Thinking About Letter-Sound Acquisition:

Does the child know the letters in his/her name? Other students or family member's letters? Build upon this knowledge and interest when explicitly teaching the letters and sounds and when the student is writing.

Are they progressing as time passes?

If not, what are some ways you can authentically and intentionally support their alphabetic acquisition?

How can you strategically group students who share similar needs?

High Frequency Words

PURPOSE:

- Indicates extent to which the student is accumulating a sight vocabulary of high-frequency words.
- Reassessments indicate whether progress is occurring.
- Provides some evidence of how the student is attempting to read words in isolation.

DESCRIPTION:

- Students are asked to read a standard set of high frequency word cards with automaticity.
- The word lists **do not** correspond to grades. The intent is to determine if the student is developing a bank of automatic sight words, and if progress is continuing.

MATERIALS:

- High Frequency Words Continuum A and B (Appendix G)
- High Frequency Words Flashcards (Appendix H)

PROCEDURES:

1. **The words are not attached to particular grade levels**. However, they are cumulative. Once a student can read the majority of the asterisked words, it would be appropriate to continue with additional words.
2. Begin by explaining to the student that you are going to ask her/him to read a few words for you.
3. Tell the child that you will not help them to read the words.
4. Show the child the flashcards, one at a time. Do not have the child read from the list of words.
5. Other sources of information may be used to determine the high frequency words the child knows, such as a Running Record or environmental print.

Note: Response must be immediate, with no hesitation and no sounding out.

TRACKING:

1. Check off or highlight the words in each column that the child successfully reads on the High Frequency Words Continuum.
2. It is often informative to write down what the child says when making an error.
3. There are no total scores provided. Additional environmental print words the child knows and is able to read may be recorded in the comment section. A general guideline for acquisition of sight words in kindergarten is 25-35 words from the asterisked list including any environmental print words.

Formal Running Records

PURPOSE:

- Establishes the student's **instructional** reading level.
- Provides a variety of information for grouping students for **instructional** purposes.
- Provides insight into:
  - strategies students use to orchestrate effective reading
  - how the student processes and problem solves
  - how and when effective processing breaks down

DESCRIPTION:

- Students are asked to read unseen levelled text from the Fountas and Pinnell Benchmark Assessment System. Record reading errors and behaviours.

MATERIALS:

Fountas and Pinnell Benchmark Assessment System

Formal Running Records, using the Fountas and Pinnell Benchmark Assessment System, should be administered as suggested in the Assessment Timeline Overview. If a student is presenting at level A or higher, it is appropriate to initiate a Running Record.

The AM/PM Benchmark Assessment System is no longer the recommended Running Record Assessment System for Avon Maitland District School Board. The AM/PM Benchmark System should be used only when the required levels in the Fountas and Pinnell Assessment System Kit have been exhausted for students who are not progressing.

PROCEDURES:

1. Conduct the Running Record with the appropriate text level.

2. For the purposes of reporting, determine the students' **INSTRUCTIONAL** reading level (90-94% accuracy). The students must also demonstrate an understanding of the text, as exhibited through retelling or comprehension questions. Fluency should also be considered when determining a student's instructional reading level.

3. File Running Records in student Literacy Assessment Portfolios.

Year-End Writing Sample

PURPOSE:

- Indicates degree of development in student's writing.
- Provides evidence of student's ability to apply language conventions in context. (spelling, grammar)
- Provides an on-going record of progress and development over time.

MATERIALS:

- Collected from regular classroom work at year end.
- Represents a recent piece of independent work.

PROCEDURE:

Each sample collected:
- Should have the date (day, month, and year), the student's first and last names, and the classroom grade clearly marked.
- Should represent the student's independent work.
- May be either a fiction or a non-fiction piece but it may **not** be a piece of poetry.
- May represent a variety of writing forms including: letters, stories, descriptions, reports, recounts, instructions or procedures.
- May be revised and edited by the student but **not** by teacher or a peer. Teachers may underwrite when developmentally appropriate.